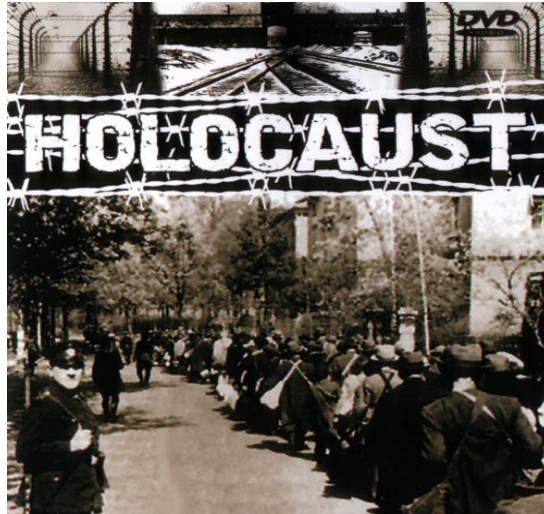


Conceptual Unit:

Roles, Responsibility, and Freedom



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LAE 4335-001

Professor Edge

May 6, 2010

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Conceptual Unit Rationale:

Roles, Responsibility, and Freedom

“Great crimes start with little things...” --Jan Karski, Rescue and Aid Provider

Our unit, “Roles, Responsibility, and Freedom,” is a comprehensive study of the events leading up to the Holocaust, the experiences of individuals during the Holocaust, the aftermath, and an examination of freedom and oppression in today’s world. Students in our ninth grade English I Honors class will engage a variety of texts and mediums, including excerpts from *Anne Frank: The Diary of Young Girl*, Nazi propaganda, excerpts from the film *Schindler’s List*, poetry written by Jewish adolescents in the Lodz ghettos, filmed interviews of Holocaust survivors, and accounts written by the Jewish resistance and bystanders. The central text of the unit is Elie Wiesel’s *Night*, a telling of the Holocaust from a surviving adolescent male’s perspective. The conceptual unit provides students with the opportunity to examine their roles as individuals in society, to recognize prejudice, discrimination, and injustice. The unit also provides students the opportunity to explore the importance of a plural society, where diversity is valued, and respect for others’ rights is the responsibility of all people. By exploring adolescent literature and diverse mediums, students will become engaged in the topic of social responsibility and freedom and work to develop a sense of what it means to be self-reliant and ethical members of their present community.

This unit’s focus also meets the state of Florida’s mandate requiring educators to teach the Holocaust in order to initiate:

an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

(Florida Statute 1003.42)

As our students are starting their journey into the adult world, emphasis on the development of their responsibility and respect towards diversity is essential to their continued development.

The unit's essential question "Who defines freedom within the context of society?" is designed to support inquiry-based learning. Students will be encouraged to create personal inquiries derived from their own interests and assumptions throughout the unit to make meaning of the essential question and explore stereotyping, racism, and freedom. This strategy "allows students to develop a sense of ownership in their work because they are able to 'develop their own meaning rather than simply follow the dictates of the teacher or text'" (Nystrand, 1997). To help guide students to their own understanding, the use of "exploratory talk" (Burke, 2008, p. 238) can provide students with the opportunity to make connections and build knowledge through informal discussion. According to the Anti-Defamation League (2005), "it is critical that today's youth examine the past in order to grapple with the devastating results of prejudice and bigotry and begin to implement what they have learned in their daily lives, so that ultimately they can better understand how to interrupt hateful behaviors in their schools, communities, society, and beyond." We need to therefore give students the opportunity to take an active part in learning and feel comfortable to bring what they experience in their personal lives into the classroom.

Together as a class, students will explore Elie Wiesel's *Night* (1958), chosen for its content, relevance, and authenticity. Adolescent educator and author Kenneth L. Donelson in *Literature for Today's Young Adults* (2009) points out that "reading historical novels satisfies our curiosity about other times, places, and people, and even more important, it provides adventure, suspense, and mystery" (p.243). In Wiesel's *Night*, although most readers are familiar with the Holocaust, they are not certain of Eli's family members' fates and each physical encounter with the enemy, each transport, and each selection, carries suspense in the unknowingness. Like all historical novels, this novel is "historically accurate and steeped in time and place" (Donelson, p. 244). Using a survivor's testimony makes the history more real to the students (Anti-Defamation League, 2005), and *Night*, a true story told from 14-year old Elie's perspective, is relatable to his adolescent readers. It begins in 1941 and ends in 1945, carrying its readers through the ghettos in Wiesel's home city (Wiesel, p. 20) to the Appelplatz in Buchenwald at the end of the war (Wiesel, p. 115). It describes the victims accurately in their humiliation garmented in colorful rags with everything being pulled from them, including their gold teeth (Wiesel, p. 51). The Jewish religion even becomes familiar to the reader as the men in desperation recite Kaddish, uttering, "Yisgadal, veyiskadash, shmey raba..." (Wiesel, p. 33).

While reading about the historical past may alone draw adolescents' interests, reading about war and tragedy offers them an opportunity to question humanity and the limits of both good and evil. Stated another way, "Reading literature about war, fiction or not, acquaints young people with the ambiguous nature of war, on one hand illustrating humanity's evil and horror, on the other hand revealing humanity's decency and heroism" (Donelson, p. 260). The reader sees this conflict in the main character as Wiesel struggles with the love he has for his father and his own desire to survive. After becoming separated from his father during an alert, he writes, "If

only I didn't find him. If only I were relieved of this responsibility, I could use all of my strength to fight for my own survival, to take care only of myself" (Wiesel, p. 106). Adolescents are therefore exposed to the diminishment of the human body and mind but also the anticipation of relief and a dependence on the human spirit and will. At a crossroads between ending their suffering and going on until the last ounce of life is taken from them, the Wiesels choose to endure. Before they embark on their last journey together into the heart of Germany, Wiesel's father states to his son, "'Let's hope we won't regret it, Eliezer'" (Wiesel, p. 82). While Wiesel's father dies in the end, Wiesel survives to see the first Americans stand at the gates of Buchenwald (Wiesel, p 115). Because of Wiesel's survival, our students are able to gain insight to this extraordinarily complex time in history.

Elie Wiesel's character also becomes a role model to adolescents. He lives to share his story with the world and to be a person who steps up when he sees humanity's selfish, evil nature to desire control and power overrule the good. In his novel, he makes a point to write the following:

Years later, I witnessed a similar spectacle in Aden. Our ship's passengers amused themselves by throwing coins to the 'natives,' who dove to retrieve them. An elegant Parisian lady took great pleasure in this game. When I noticed two children desperately fighting in the water, one trying to strangle the other, I implored the lady: 'Please, don't throw any more coins!' 'Why not?' said she. 'I like to give charity. (Wiesel, p. 100)

Here he warns his readers of the possibility of a repeat in ignorance and the collective power of humankind manifesting itself into abuse, which keys directly into our unit's goal to teach students the warning signs of diminishing democratic ideals. Even Wiesel's people are guilty of horrific treatment. When the Nazis first take his people captive, annoyed by one woman in their

cattle car, they begin to beat her in front of her son. Wiesel writes, “Once again, the young men bound and gagged her. When they actually struck her, people shouted their approval. [...] She received several blows to the head, blows that could have been lethal. Her son was clinging desperately to her, not uttering a word” (Wiesel, p. 26). The possibility of this horrific event’s reoccurrence is possible if we do not educate our students on how to respect their fellow humans.

By reading and viewing additional text and mediums, we will be including several different perspectives of the Holocaust not offered in *Night*. By including excerpts from *The Diary of Anne Frank*, students will gain a young adult female perspective. They will also be able to study the experience of a Jewish family in hiding, gaining important insight into the courage of the human spirit. Nazi propaganda allows students to analyze and evaluate the power of suggestion from symbolism. Clips from *Schindler’s List* give students insights into the dehumanizing of an entire culture and exactly how the Nazis operated. Poetry written by Jewish adolescents in the Lodz ghettos shows both the hope and hopelessness the Jewish people were faced with in a context from other teenagers. Interviews of Holocaust survivors puts the reality of the Holocaust into perspective as the students gain a first-hand account of the atrocities the people have suffered through. And literature written by the Jewish resistance and bystanders gives students the opportunity to explore the role and responsibility these people had in the genocide of thousands.

In anticipating complaints that this unit fails to embrace multicultural perspectives and only explores German and Jewish individuals in a historically limited timeframe, it is necessary to recall that the goal of multicultural education is “to validate the beliefs and illiteracies of all cultures allowing students to share their own personal experiences” (Nieto, 2008, p.10). In support of multicultural education, the unit is designed to teach students about the effects on

people and a community when multiculturalism is not embraced. Exploring the domination of one culture over another “provides students with opportunities to realize the relative ease with which fundamental human and civil rights can be denied ... [and] provides students with an opportunity to define their own role as responsible citizens of the world” (Anti-Defamation League, 2010).

In anticipation against the use of audio and visual representations of the Holocaust being too graphic, we refer to Howard Gardner’s Multiple Intelligences. According to Gardner (1995) “students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways.” There are seven distinct intelligences that students may possess: visual, kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical. Due to this diversity, we are using as many tools and avenues as possible to teach the unit. Using video and audio will allow us to specifically engage the students who learn this way.

It could also be argued that this unit contains depressive, horrific, and dehumanizing materials, which are not appropriate for adolescent students. However, according to educational theorist Kohlberg, students are beginning to move from evaluating the world through a concern for others’ opinion to a concern for ethical principles that meet society’s needs. This is a dramatic shift in development and it is important to give students the information and critical thinking tools to make such transitions easier (Eggen & Kauchak, 2009). This unit occurs in an appropriate age as, Piaget notes, it is in late adolescence that a “child develops a rational idea of fairness and sees justice as a reciprocal process of treating others as they would want to be treated” (Eggen & Kauchak, 2009).

Thus, the unit is targeted toward adolescence of all intelligences and learning styles. And the theme offers students the opportunity to evaluate their role as individuals in society through

an examination of the historical actions and re-actions of individuals who experienced the Holocaust.

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Roles, Responsibility, and Freedom

Conceptual Unit Goals and Assessment

Goals Students will be able to:	In-Process Texts	Culminating Text(s)
Construct and defend their own definition of freedom	● "To defend or to attack" assignment	● Final Project Opt. 1: Creative Writing: Fictional Diary ● Final Project Opt. 2: Professional Writing: Persuasive Essay
Analyze and explain the positive and negative characteristics of pluralistic societies	● "News Watch" Assignment ● "The Beginning" Assignment	● Final Project Opt. 1: Creative Writing: Fictional Diary ● Final Project Opt. 2: Professional Writing: Persuasive Essay
Evaluate their roles as individuals in the community	● "The Beginning" Assignment	● Final Project Opt. 1: Creative Writing: Fictional Diary ● Final Project Opt. 2: Professional Writing: Persuasive Essay

Final Project: Revisiting, Reflecting, and Refining

Goals addressed:

- Construct and defend their own definition of freedom
- Analyze and explain the positive and negative characteristics of pluralistic societies
- Evaluate their roles as individuals in the community

Background:

Students will complete the majority of this project individually, on their own time. However, there will be in-class time built in prior to the due date for brainstorming, peer-review, and individual student-teacher conferences. The choice to either pursue a creative writing or professional writing project is appropriate since students focused on the prior in the first quarter and the latter in the second quarter of the school year. During this third quarter of study, students will be asked to synthesize their learning experience and express it through a style and format they have previously been working with.

The fictional diary format will be practiced throughout the unit through their personal diaries, in-process text. The following description of the project also contains notes where students can refer back to their learning throughout the unit.

The professional writing option will be practiced also through the diaries, which will often serve as dialogue journals. Throughout the unit, students will be asked to take a stance on an issue and back it up with supporting details. As the teacher, I will write back to the students, probing their argument for more support and offering guidance and suggestions to improve their arguments and further their inquiry. The following description of the project also refers the students to their learning throughout the unit to help them form and solidify their arguments.

Final Project: Revisiting, Reflecting, and Refining

Final Project: Option 1 Creative Writing: Fictional Diary

Description: Your goal is to (1) reconstruct your learning of this unit of study and (2) refine your creative writing skills.

Form: Diary entries (in the format practiced in your Reflective Learning Diaries) Illustrations welcomed!

Length: -Minimum of 7 diary entries. Each entry must be *at least* 1 page Times New Roman 12 point font with 1 inch margins. Note: Do not use Illustrations to “take up space” and substitute for writing on a page.

Prompt and Directions:

It is another time and place. The year is not 2010. You are not a student in Ms. C and W's classroom. Instead, IMAGINE you live in another world, perhaps one far into the future or one on the planet Uro, three planets past Pluto (Got it? You create the setting....Any place imaginable! The choice is yours!) The one stipulation is that you MUST be a member of a pluralistic community and it MUST be a "free" society/ freedom is an essential characteristic of your imaginary society.

At some point in your writing, you also MUST include a conflict. Remember all stories are driven by conflict, and the better the conflict, the better the story. The conflict you create can be personal (affecting you and/or those closest to you) or communal (affecting the entire community). The only requirement is that the conflict's focus MUST center on one of your society's freedoms being threatened.

In your diary:

- be sure to describe: community, its neighborhoods, professions, the life present, and how they interact and coexist. (Need Help Brainstorming? Revisit coursework on the "pluralistic society" for guidance.)
- consider and discuss what freedom "looks like" in your imaginary world. How are these freedoms upheld? (Need Help Brainstorming? Reflect on your own definition of freedom explored throughout the unit. See Reflective Diary.)
- describe the conflict: What are the warning signs that a freedom is being threatened? What is your immediate reaction? What do you do? And, most importantly, what should you do? (Need Help Brainstorming? Revisit coursework on "Propaganda," "Resistance," "Perpetrators, Collaborators, and Bystanders." Also consider course narratives, poems, films, interviews, and stories and how the central figures reacted when they experienced conflict.)

Final Project: Option 2 Professional Writing: Persuasive Essay

Description: Your goal is to (1) reconstruct your learning of this unit of study and (2) refine your professional writing skills.

Form: Persuasive Essay (MLA guidelines, including Works Cited page)

Length: 4-7 pages. Each page must be Times New Roman 12 point font with 1 inch margins

Prompt and Directions:

Respond to the following:

Is Elie a good or bad role model?

Argue one stance, good or bad, and back your argument up with supporting evidence that proves WHY he is a good role model or why he is a bad role model.

There is no correct answer. You will only be incorrect if you do not provide evidence to support your stance.

* Textual evidence (what you should quote in your paper) MUST include:

- *Night*
- at least three other texts explored in class:

Shindler's List, *Anne Frank: The Diary of a Young Girl*, *poetry*, *interviews*, "Propoganda," "Resistance," "Perpetrators, Collaborators, and Bystanders," "Survivors and Liberators."

In your essay:

- Be sure to consider how Elie reacts to conflict from the beginning of the story to the end. Do you see a change in his character? Or is he the same from beginning to end? Is he like any other figures we examined in the above course texts? Does that make him admirable or less admirable? Why?
- Consider the question, what does freedom "look like" to Elie? What does freedom not "look like?" Can he define his own freedoms? Do his freedoms change from the beginning of the story to then end? Can you classify him as a bystander or a liberator, etc.?

RUBRICS : READ ME ! ! ! !

Final Project: Option 1 Creative Writing: Fictional Diary

Criteria		Outstanding A+	Excellent A	Good B	Adequate C	Needs Additional Attention
Content 50 %	The author's writing demonstrates a clear understanding of a pluralistic society					

	Personal growth and learning is demonstrated through a developed explanation of what Freedom looks like and does not look like.					
	He author's writing shows reflection and consideration of his/her role as an individual in society in his/her character's reaction to the central conflict .					
Creativity 30%	The author's story shows evidence of meaningful new/fresh thought. Effort in transcending traditional reality is present.					
	Setting, characters, conflict , etc. is well- developed and description present.					
Professionalism 20%	The quality of the writing demonstrates proof-reading and editing ; correct use of grammar, mechanics and spelling is present.					

	The format follows the learned diary format practiced throughout the unit. Length is also met.					
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Final Project: Option 2 Professional Writing: Persuasive Essay

Criteria		Outstanding A+	Excellent A	Good B	Adequate C	Needs Additional Attention
Content 50%	Evidence of synthesized learning and growth of unit's topic of exploration present. The writing demonstrates a meaningful interpretation of <i>Night</i> and at least three other course texts (mediums					

	vary).					
Focus and Development 30%	A thesis is established and the central argument is clear .					
	The argument is supported by direct quotes and examples from the above mentioned texts.					
Professionalism 20%	The quality of the writing demonstrates proof-reading and editing ; correct use of grammar, mechanics and spelling is present.					
	The paper is in MLA format and includes a works cited page. Length is also met.					



If you have any questions or concerns at anytime during the writing process, do not hesitate to ask!

In-Process Texts

Goal addressed:

- Analyze and explain the positive and negative characteristics of pluralistic societies



News Watch



Description: Your goal is to (1) identify newspaper articles that deal with prejudice, and then (2) reflect on those recurrent themes of prejudice existent in our society today with the themes exhibited during the Holocaust.

Form: Each article will be pasted in your Reflective Learning Diaries with an accompanying summary and reflection.

Length: Minimum of 2 articles. Summary, identification, and reflection must be on an accompanying page. You may include illustrations/pictures but they **cannot** be used to purposely take up page space!

Directions: Prejudice spans the years. What was a part of society in Roman times is, in some shape, a part of society now. That is true for the prejudices during the Holocaust.

Using copies of the Tampa Tribune, St. Petersburg Times, and other online news sources, you must find 2 examples of prejudice within our society.

After finding your 2 examples, you must cut/print out the articles and paste them into your RLD. After pasting the articles, you must summarize, identify, and reflect on the prejudices existent in the article. The summary, identification and reflection **MUST** be at least 1 page. Big handwriting and a lot of pictures will not count towards length, so don't do it!

Summary:

Who, what, where, when, why, and how is what needs to be covered within the summary. There doesn't need to be a lot of details, just enough to let the reader (Ms. C and Ms. W) know what the article is about.

Identification:

Write a sentence identifying what prejudice is displayed in the article.

Reflection:

The reflection must be related to prejudices shown during the Holocaust.

You can write about

- how the incidents make you feel
- how the incidents affect a person's life both today and during the Holocaust
- what can be done to prevent situations of prejudice from arising
- why you think this prejudice still exists

Resources:

- Tampa Tribune - www.tampatrib.com
- St. Petersburg Times - <http://www.tampabay.com>
- New York Times - <http://www.nytimes.com>
- Time - <http://www.time.com/time>
- Newsweek - <http://www.newsweek.com>

If you aren't sure about a news source ask either Ms. C or Ms. W

RUBRIC: READ ME!!!!

News Watch

Criteria		Outstanding A+	Excellent A	Good B	Adequate C	Needs Additional Attention
Content 80 %	The student has found at least 2 articles which contain a form of prejudice					
	Each article is accompanied by a summary, identification, and a reflection					
	Each summary states the who, what, where, when, why, and how of the article					

Format 20%	Each entry meets the length requirements					
	Each article is from a reputable newspaper					



TO DEFEND OR TO ATTACK ?

Goal addressed:

- Evaluate their roles as individuals in the community

DESCRIPTION:

Why does society have police? Why does society have laws? What is the purpose behind each? Those very questions can be brought up time and time again in every different society. The difference between one society's police and laws and another society's police and laws is boiled down to intent.

Through this activity you will explore the differences and similarities between Nazi Germany and the United States police force and laws, and reflect on the true purpose of these two areas of government.

FORM/LENGTH:

As a group you will complete a poster containing a Venn Diagram showing the differences and similarities of both the Schutzstaffel (SS) and American Law Enforcement and the Nazi Party Program and the U.S. Constitution. Individually you will complete a reflection. Your reflection will be **at least 1 page** in length and written in your RLD.

DIRECTIONS:

First as a class we will view clips from Schindler's List to see a visualization of some of the roles of the SS in Nazi Germany.

After viewing the clips you need to break into your work groups (groups will be posted on the board). Once in your group you will need to assign **1 person as the scribe** to write on the Venn Diagram and **1 person as the reporter** to share your findings with the class.

Once the groups are settled, you will receive handouts containing descriptions of both the SS and American Law Enforcement and outlines of the Nazi Party Program and the U.S. Constitution.

As a group you need to compare and contrast both the Nazi Party and the U.S. Government in these two specific areas. (There needs to be **at least 2 commonalities** between both the police forces and the laws written on the Venn Diagram)

After your Venn Diagram is complete your reporter will share with the class and bring the finished poster to the front.

Then individually you will write a 1 page reflection on what you **feel the purpose of the police are and the purpose of laws are within our society and in Nazi Germany** within your RLD.

RUBRIC: READ ME!!!!

TO DEFEND OR TO ATTACK?

Criteria		Outstanding √+	Excellent √	Good √-
Group	The group has completed the Venn Diagram in the allotted time			
	Within the Venn Diagram there are at least 2 examples of			

	commonalities between subjects			
	The group worked together amicably and followed all directions			

Individual	Each student reflected on the assigned prompt			
	Each reflection meets the length requirement			

THE BEGINNING



“Great crimes start with little things...”

--Jan Karski, Rescue and Aid Provider

Goal addressed:

- Analyze and explain the positive and negative characteristics of pluralistic societies.
- Evaluate their roles as individual in the community

DESCRIPTION: How did the Holocaust happen? Was the attempted annihilation of an entire people a sudden occurrence or did it gradually build to that point? If you were in that situation, what would you do? These questions are hard to answer, but very important to consider. Through this activity you will take time to write on just those questions using on the chapters of *Night* that we have covered. Reflect on the cause of the Holocaust, including support from *Night*.

FORM/LENGTH: The reflections will be 3-5 pages completed within your RLD. The entry needs to follow proper format as taught earlier this year.

PROMPT/DIRECTIONS:

“Great crimes start with little things...” --Jan Karski, Rescue and Aid Provider

What does Jan Karski mean when he says that? How did the Holocaust start with little things? Using evidence from *Night* and your own opinion cultivated from the activities done during class you will write a response.

In your RDL:

Use the quote as the title of your reflection. Minimum page length of response is 3 pages. Maximum is 5 pages. Respond to the quote, reflecting on what you think Jan Karski meant and how the Holocaust was started by little things. Use textual evidence from *Night* to back up your opinion. (Remember that you may write in the first person as this is a reflection)

RUBRIC: READ ME!!!!

THE BEGINNING

Criteria		Outstanding A+	Excellent A	Good B	Adequate C	Needs Additional Attention
Content 70%	The writing reflects the prompt and demonstrates an understanding of the causality					

	of the Holocaust					
	The writing demonstrates a meaningful interpretation of <i>Night</i>					
Focus and Development	The opinion is clear and well thought out					
30%	The argument is supported by direct quotes and examples from <i>Night</i>					

ROLES, RESPONSIBILITY AND FREEDOM UNIT SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction to the Holocaust KWL Roles Responsibility, and Freedom Questionnaire: “What do you think?”	Introduction to Roles, Responsibility, and Freedom Socratic Circle—Roles, Responsibility, and Freedom Questionnaire topics	Roles, Responsibility, and Freedom Students develop persuasive writing pieces	What is prejudice? “My Group’s Stereotype” Antisemitism Handout News Watch Assignment: RLD	Propaganda: Swaying a Nation Nazi Propaganda Propaganda Analysis Handout
Intro to <i>Night</i> Students create a timeline of historical events leading up to	Examining Nazi Germany “What rights are most important to	Examining Nazi Germany Begin “To Defend or to Attack?”	Examining Nazi Germany Students use technology in the	Examining Nazi Germany Students present findings on the

<p>the novel's historical beginning. Students define <i>memoir</i></p> <p>Calendar for reading <i>Night</i> passed out</p> <p>Ch 1-3 assignment distributed</p>	<p>me?" Worksheet</p> <p>Oskar Shindler" Handout</p> <p><i>Shindler's List</i> Movie Trailer (first 1.24 minutes)</p> <p><i>Shindler's List</i> Movie Clip: Little Girl with Red Dress Scene</p> <p>RLD exercises</p>	<p>assignment</p>	<p>research process. Students synthesize their information in a Venn Diagram.</p>	<p>similarities and differences of the Nazi Party Program and the U.S. Constitution.</p> <p>Finish Reflection to "To Defend of to Attack"</p> <p><i>Night</i> Review</p> <p>Final project handed out and reviewed.</p>
<p>Ghettos</p> <p>Focus: What is a ghetto?</p> <p>Video: Visual History Testimony</p> <p>Handout: Front of "Ghetto Life"</p> <p>Class reading: <i>The Ghettos</i></p> <p>Handout: Back of "The Ghetto Life"</p> <p>Discussion of handout</p> <p>HW: Read <i>Excerpt from The Diary of Dawid Sierkowiak</i></p> <p>HW: RLD prompt</p>	<p>Ghettos</p> <p>Focus: The Lodz Ghetto</p> <p>Handout: <i>The Lodz Ghetto</i></p> <p>Class discussion: What was the purpose of the ghettos?</p> <p>Handout: <i>Excerpt from The Diary of Dawid Sierkowiak</i></p> <p>Group assignment: Classify control, confine, and weaken</p> <p>RLD prompt</p>	<p>Poetry</p> <p>PowerPoint: History of Terezin</p> <p>Handout: Poetry Packet</p> <p>Annotate poems</p> <p>Handout: Sketch-to-Stretch</p> <p>HW: Finish S-to-S</p>	<p>Poetry</p> <p>Handout: "The Butterfly"</p> <p>Group Reading</p> <p>Group discussion questions</p> <p>Creation: Original poem</p> <p>HW: Finish poem</p> <p>RLD prompt</p>	<p>Poetry/Night</p> <p>Students present poems to class</p> <p>Spider Web: Explores danger</p> <p>Quickwrite: Compare and contrast your responses to danger and Elie's in Chaps 4-5 in <i>Night</i></p> <p>Handout: Reflecting on <i>Night</i></p> <p>HW: Read chaps. 6-9 of <i>Night</i></p>
<p>"The Beginning" assignment</p>	<p>Perpetuators, Collaborators, and</p>	<p>Jewish Resistance</p> <p>Handout: Resistance</p>	<p>Rescuers and Non-Jewish</p>	<p>Present-day Perpetuators,</p>

<p>introduced (see in-process assessments)</p> <p>Handout: Pyramid of Hate</p> <p>In small groups students brainstorm examples to each of the 4 sections in the pyramid, creating their own pyramids (with modern-day examples of “hate”) on poster board.</p> <p>Whole class presentations/discussions of example pyramids</p> <p>Objective/ Explored directly in RLD</p> <p>Quickwrite: Consider how prejudiced attitudes might, if left unchecked, eventually lead to violence. Provide at least one example from <i>Night</i> and one from a lesson in class (ex: Propaganda lesson, Timelines, Exploring Nazi Germany) Students share responses in small groups and then whole class.</p> <p>Begin working on “The Beginning”</p>	<p>Bystanders</p> <p>Quickwrite: What are you responsible for?</p> <p>Part 1 of Visual History Testimony: <i>Perpetuators, Collaborators, and Bystanders</i></p> <p>Discussion in small groups: What information was available to U.S. officials? Consider reasons why the U.S. government did not act. Were the reasons sufficient?</p> <p>Objective: Students consider responsibility and consider whether and/or when one (person/nation) is responsible to protect others.</p> <p>Student assignments given for following week (students assigned certain chapters in text to lead a discussion on)</p> <p>Students work in class on their RLD response to “The</p>	<p>in the Ghettos.</p> <p>Think-Pair-Share, then whole class:</p> <p>“What motivated Jews to fight the Nazis? Can you think of similar situations where groups of people have had the choice to resist? What did they do?”</p> <p>Consider scenarios in <i>Night</i> where a character had the choice to resist and fight or surrender. In your opinion, did that character make the wisest choice?</p> <p>Handout: Personal Testimonies (+audio)</p> <p>Small group discussion and RLD Entries:</p> <p>To whom is his message addressed? Can you offer a title to this passage? Is the man who wrote these lines a hero, in your opinion? What makes him a hero or not a hero?</p> <p>Has anyone been heroic in <i>Night</i> so far? Who and How so?</p>	<p>Resistance</p> <p>Review: Three circle-graphic organizer V-victims, P-perpetuators, B-bystanders</p> <p>(Students fill in the graphic organizer, recalling examples of perpetrators, victims, and bystanders explored in the previous lessons.)</p> <p>With a shoulder partner: students compare and contrast “help” and “rescue” and the different risks involved regarding these actions in the context of the Holocaust.</p> <p>Student volunteers share.</p> <p>Part 1 Visual History Testimony: <i>Rescuers and Non-Jewish Resistance</i></p> <p>Guiding Questions: To what does Arie</p>	<p>Collaborators, Bystanders</p> <p>Revisiting Pyramid of Hate from Mon.</p> <p>Quickwrite: Recall a time when you encountered a topic on the Pyramid of Hate. Describe the situation. What did you do?</p> <p>YouTube:</p> <p>Teen Cyber Bullied to Death? CNNnews Online</p> <p>Students Reflect/share reactions/identify perpetrators, bystanders, collaborators in the film.</p> <p>Teen Bullying Prevention: A Cyber Bullying Suicide Story 6</p> <p>Student discussions in small groups:</p> <p>What could have been done?</p> <p>Can technology be monitored? Whose responsibility is this?</p> <p>Whole class</p>
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Work on it for Homework.	Beginning” Assignment. Questions raised. Students finish assignment for homework.	Objective: Students explore the role of the individual and evaluate the effect of actions and re-actions. The student begins to create his/her own definition of the hero and how to admirably respond to tough situations.	attribute his willingness to help Jews during the Holocaust? What specific things did Leslie and his family do to help people? What were the risks involved for Arie and Leslie once they decided to provide aid? Objective: Identical to previous day’s.	generates list of ideas to responses. Students are given time to ask questions about the final project and to ask questions about next week’s discussions.
Student-led Discussion (Ch 1-3) Students will conduct a class discussion of each chapter of night. They will go over important scenes and themes shown in each chapter. Each group will provide a handout detailing the chapters they will go over for the class.	Student-led Discussion (Ch 4- 5) Students will conduct a class discussion of each chapter of night. They will go over important scenes and themes shown in each chapter. Each group will provide a handout detailing the chapters they will go over for the class.	Student-led Discussion (Ch 6-7) Students will conduct a class discussion of each chapter of night. They will go over important scenes and themes shown in each chapter. Each group will provide a handout detailing the chapters they will go over for the class.	Student-led Discussion (Ch 8-9) Students will conduct a class discussion of each chapter of night. They will go over important scenes and themes shown in each chapter. Each group will provide a handout detailing the chapters they will go over for the class. RLD Catch-up Finish any missing RLD assignments	RLD Due Students will turn in their completed Reflective Learning Diaries The RLD should contain the required 16 entires. Each entry must follow the format shown and demonstrated for the students unless otherwise directed
Writing Workshop	Writing Workshop	Writing Workshop	Final Project	Field-Trip

1 st half of class: Students bring in their papers and swap with a partner writing on the same topic. Peer grades according to rubric. 2 nd half of class: Students work silently to revise their work. Student-Teacher conferences to discuss paper.	Students continue to work on final paper. Students given the opportunity to go to the laptop lounge. Student-Teacher conferences to discuss paper.	Students swap papers with a new classmate; students grade according to rubric. Students given the opportunity to go to the laptop lounge. Students revise and finish their papers. Student-Teacher conferences to discuss paper.	Due. In-class informal Presentations. Wrap-up	The Florida Holocaust Museum
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LESSON PLANS

Introductory Lesson: The Holocaust

Week 1, Day 1

Grade: 9th

Subject: English I Honors

Duration: one 50 minute session

Overview: Students will use a graphic organizer to reflect on prior knowledge of the Holocaust and brainstorm learning possibilities. Definitions of the Holocaust will evolve through small group and whole class discussion. Students will receive a homework assignment asking them to evaluate their personal views relating to roles, responsibility, and freedom.

Rationale: 1-The entire lesson prompts the activation of prior knowledge. 2-The teacher can gauge students' preconceptions and knowledge of the Holocaust to develop a plan of action and

pace for the unit. 3-The lesson provides an opportunity for success to all students, now more equally familiar with the unity of study.

Objectives:

Students will:

- Explain and share their preconceptions of the Holocaust
- Consider the importance of studying human catastrophe
- Develop a working definition of the Holocaust

ESOL Modification to Objective 1:

PP and EP students will :

- share their illustrations of their preconceptions of the Holocaust with their shoulder Partner

Sunshine State Standards:

LA.910.3.1.1- generate ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests

LA.910.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools

Materials:

- KWL Chart
- Example KWL Chart: The Art of Ballet
- Elmo
- Computer and projector link to OED
- Questionnaire: What do you think?
- Colored pencils

ESOL PP and EP:

- Definitions of Holocaust and genocide presented prior to lesson.
- Homework Graphic Organizers (3 sheets each)

ESOL PP, EP, SE, IF :

- Bilingual Dictionaries

Lesson's Sequence:

(3 minutes, Introduction to Unit)

- 1.) All students should receive a KWL chart. Colored pencils should be at each table group.
- 2.) The teacher will place the unit's essential question, "Who defines freedom in the context of society?" on the board and explain to students that they will be exploring this question individually and as a class over the next 6 weeks. They will examine this question in the context of the Holocaust.

(12 minutes, activating prior knowledge/ Brief Teacher Model)

- 3.) The teacher will then ask students to take the next 8 minutes to work individually and write down in the "Know" column what they know about the Holocaust and draw a picture on the back of the sheet of what comes to mind when they think of the Holocaust. Students should expect to share with a partner.

The teacher should show an example KWL chart, where she filled out one on Ballet. In the "K" column, techniques, specific steps, titles of famous ballets, famous ballerinas, etc. should be listed. On the back of the sheet, sketches of a stage, a leotard, a dancer, etc. should be present. The teacher should explain what comes to mind in each image and why she chose certain colors to represent how she feels about the topic or imagines it. (e.g. The stage is shaded black; she fears the spotlight.)

(10 minutes, Building on Prior Knowledge—Small Group Activity)

- 4.) Students will then be asked to share with a shoulder partner and write in the "K" column anything they learned from their peer. Together they should also brainstorm what they "Want to Know" about the Holocaust and place this in the "W" column. The students should be prompted to consider why the Holocaust is taught in schools, if they are struggling with brainstorming ideas. Each pair should elect one speaker to share with the class.

(15 minutes, Building on Prior Knowledge—Whole Class Discussion)

- 5.) Student speakers share their ideas with the entire class. The teacher should mention to the students that they will receive a copy of the class's KWL chart tomorrow, so they will have their own and the class's to reference throughout the unit. Together as a class, they should complete the "K" and "W" columns in the chart, exploring their ideas and current understanding/mental images of the events of the Holocaust.

If it is not mentioned by the students, the teacher should input the following:

-six million jews were murdered, including 1,500,000 children

-Nazis enslaved and murdered millions of others: gypsies, people with disabilities, prisoners of war, political opponents, homosexuals, etc.

-Began with Hitler's accession to power in January 1933 and ended in May 1945, at the conclusion of WWII.

The teacher can also search the OED (Oxford English Dictionary) with students and read the etymology and definitions of *Holocaust* to gain a clearer perspective.

(5-10 minutes—Wrap up: Considering *Why*)

- 6.) The teacher should also ask students to provide ideas on why the Holocaust is taught in schools and then wrap up the discussion. She can offer her reasoning: (e.g., encourage students to examine their own choices, actions, beliefs, consequences of their actions, etc.)

Students should hold on to all handouts for tomorrow.

(5 minutes—Explanation of Homework. Prerequisite: Students familiar with “quickwrites”)

- 7.) Keeping the teacher's reasoning in mind, students will then complete the questionnaire “What do you think?” for homework. Students will be asked to choose at least three of the 10 questions and quickwrite on the topic, arguing why they agree or disagree. Each of the three responses must be at least one paragraph (minimum 5 sentences) in length. They will bring their rough response to class tomorrow.

ESOL Modification:

PP and EP students will be given instructed to use a graphic organizer to either jot down ideas or draw ideas.

Assessment:

Ongoing teacher assessment: Throughout the lesson, the teacher will be listening to students' input and suggestions, questions, drawings of the Holocaust, and participation in the discussions. She will walk around the room, and review students' KWL charts for development and also use the class's KWL as a gauge of their prior knowledge.

Lesson Extension:

A common vocabulary for the study of the Holocaust can be promoted:

Students can research the definition of genocide and share their findings with the class. They can also look up anti-Semitism, hate groups, extermination, regime, resistance, etc.

Resources:

(1989). Holocaust. *Oxford English dictionary (Online)*. Retrieved April 7, 2010, from [http://dictionary.](http://dictionary.oed.com.ezproxy.lib.usf.edu/)

oed. com.ezproxy.lib.usf.edu/

Facts about the Holocaust were gathered from:

Anti-Defamation League. (2005). *Echoes and Reflections: A Multimedia Curriculum on the Holocaust*. New York, NY: Yad Vashem.

Introductory Lesson Continued: Roles, Responsibility, and Freedom

Week 1, Day 2

Grade: 9th

Subject: English I Honors

Duration: one 50 minute session

Overview: Today students will revisit their homework assignment and have an opportunity to further develop their opinions on roles, responsibility and freedom. They will participate in a Socratic circle, take notes, and explore more topics from the questionnaire for homework.

Rationale: This lesson is designed with the end in mind. For their final project, students will have the opportunity to write a persuasive writing piece.

Objectives:

Students will:

- Analyze their conceptions of roles, responsibility and freedom explored in their quickwrites
- Identify supporting details and counterarguments

- Work collaboratively to reevaluate their conceptions and develop supporting details and counterarguments to their opinions.

Modifications to Objective 1:

PP and EP students will:

- Analyze their conceptions of roles, responsibility and freedom explored in their graphic organizers

Sunshine State Standards:

LA.910.3.1.1- generate ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.910.4.3.2 — make a plan for writing that includes persuasive techniques.

LA.910.5.2.2- organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

Materials:

- Copied KWL charts
- Markers/ highlighters
- 2 pocket folders (requested 2 weeks in advance for the unit, so all students have one handy)
- Example Folder
- Paper and pencils
- Homework from yesterday
- Handout: Persuasive Writing Journal Entry Rubric

ESOL PP and EP:

- Supporting Details and Counter Arguments Worksheet
- Homework Graphic Organizers (2 sheets each)

Lesson's Sequence:

(5 Minutes Organizing Materials)

- 1.) The teacher should pass out the copies of the class's KWL chart and markers/highlighters and ask students to take out their folders. The teacher should then show students an example folder, which has the title "Roles, Responsibility, and Freedom" on the top, the teachers' names, and their names on the front. Inside, the left pocket has "Handouts" written on the left and "Worksheets," on the right. Students will then follow this format for their own folders. The KWL charts will be placed in the right pocket.

Explicit Instruction

(5-10 minute: Activating Prior Knowledge, Teacher modeling)

- 2.) Teacher passes out Persuasive Writing Journal Entry Rubric and familiarizes students with the agenda and rationale of the exercise.
- 3.) Students complete the following quickwrite and then volunteer to share with the whole group:

Can you recall a time when your parent or guardian denied you something you wanted or kept you from doing something you wanted to do? What was his/her reasoning? What was yours?

The teacher points out the supporting details and counterarguments to the students' responses.

(5-10 minute, Guided practice)

The teacher places the following on the Elmo:

Your parent/guardian tells you: "You cannot go to Bonnie's party because members of the opposite sex will be there and adults won't.

You reply: I am surrounded by members of the opposite sex all day at school.

Your guardian replies: There is adult supervision at school.

You reply: Bonnie's mom and dad will be next door!

Student volunteers should highlight the guardian's supporting details.

Student volunteers should highlight the teenager's counterarguments.

(5 minutes: Independent Practice)

- 4.) Students will review their quickwrites and highlight their supporting details in one color and their counterarguments in another color.

Students should not be concerned if they do not have supporting details and/or counterarguments present—their homework assignment was only a quickwrite. However, students should be aware of what they are lacking and work to develop them during the Socratic circle activity. This is all designed to help them brainstorm for their Persuasive Writing Journal Entries and final project that will be discussed later.

(25-30 minutes, Independent Practice, Socratic Circle)

- 5.) Next, students will participate in a Socratic circle where they will debate the topics from the questionnaire and homework. Students will take their homework, a sheet of paper, and a pencil, and the teacher will ask students to form two circles, an inner circle and an outer circle.
- 6.) Students should be instructed to take notes of ideas—arguments’ supporting details and counterarguments—especially to the topics.
- 7.) The teacher will have a student randomly select a number (1-10) from a hat and the students will then explore the corresponding topic on the questionnaire.

After the discussion, students should return to their seats.

(5 minutes, Feedback and Homework Assignment)

- 8.) Wrap-up: Roles, Responsibility, Freedom. How have your original ideas been confirmed/strengthened? Changed? What are two essential qualities to a persuasive piece of writing?
- 9.) For homework, students should choose at least 2 more topics from the questionnaire to explore. They will bring their original quickwrites (yesterday’s homework) and notes to class tomorrow as well. They should also bring their journals/notebooks/diaries to class tomorrow. (The latter material was requested prior to the unit’s beginning.)

ESOL Modification:

PP and EP students will continue to use the graphic organizers to complete their homework assignment.

Assessment:

Ongoing teacher assessment: Throughout the lesson, the teacher will be listening to student response—supporting details and counterarguments—and participation in the Socratic Circle.

In the feedback session, the teacher will also gage student progress—has their understanding developed?

Formal assessment explained in Day 3.

Lesson Extension:

Addressed in next lesson and follow-up RLD Collection.

Attachments:

Name: _____

Date: _____

Questionnaire: What do you think?

Directions: For each of the following statements, circle strongly agree, agree, disagree, or strongly disagree.

There is no correct answer, only your opinion. However, be sure to carefully consider each question before choosing a response. You will be expected to back up your opinion later in class.

Example:

The Holocaust was one of the most devastating events in human history.

☒ strongly agree

☐ agree

☐ disagree

☐ strongly disagree

1.) The more diverse the members in my peer workgroup, the better the group functions.

☐ strongly agree

☐ agree

☐ disagree

☐ strongly disagree

2.) A free society is one with no laws and regulations.

☐ strongly agree

☐ agree

☐ disagree

☐ strongly disagree

3.) My parents' lives affect my own.

☐ strongly agree

☐ agree

☐ disagree

☐ strongly disagree

4.) In the United States of America, all people are treated equal.

strongly agree agree disagree strongly disagree

5.) Students should be allowed to leave campus for lunch.

strongly agree agree disagree strongly disagree

6.) Someone who watches a crime being committed also commits the crime.

strongly agree agree disagree strongly disagree

7.) I would obey my boss, no matter what, if my future was in jeopardy.

strongly agree agree disagree strongly disagree

8.) The media influences how I think.

strongly agree agree disagree strongly disagree

9.) A scared person could be a free person.

strongly agree agree disagree strongly disagree

10.) You are responsible for your own actions.

strongly agree agree disagree strongly disagree

Name: _____

Date: _____

KWL Chart: The Holocaust

K	W	L

Name: _____

Date:_____

KWL Chart: The Art of Ballet

K	W	L
<p>The Nutcracker</p> <p>Point, lyrical stem from it</p> <p>5 basic positions</p> <p>Balance is key</p> <p>Leotards, tights, ballet slippers</p>	<p>Famous dancers</p> <p>More classic performances</p> <p>Modern versions of ballet being performed today</p>	

Back of my paper....This you will draw....



Introductory Lesson: Roles, Responsibility Freedom Continued...

Week 1, Day 3

Grade: 9th

Subject: English I Honors

Duration: one 50 minute session

Overview: Students will continue the writing process from the previous day. They will work with the whole class, individually, and with a peer to develop one persuasive piece of writing. 5 persuasive writing pieces will be due in two weeks, when the RLD is collected.

Rationale: Again, the lesson prepares students for the final project. Day 3 offers students the opportunity to ask questions during the writing process.

Objectives:

Students will:

- Create an original persuasive writing piece (with supporting details, and counterarguments present)

(Prerequisite: students know how to develop a thesis and a concluding paragraph)

ESOL Modifications:

PP and EP students will:

- Further develop their persuasive writing graphic organizers (pictures to short phrases and simple sentences)

Sunshine State Standards:

LA.910.4.3.1- write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and

LA.910.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

LA.910.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

LA.910.5.2.2- research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

Materials:

- Journals, notebooks, or diaries
- Elmo

- RLD (Reflective Learning Diaries) Description and Rubric

ESOL PP and EP:

- Supporting Details and Counter Arguments Worksheet
- Graphic Organizers (from homework)
- Colored pencils or markers

Lesson's Sequence:

(10 minutes, Format)

- 1.) Students should be instructed to take out their notebooks. The teacher should pass out the Rubric for the notebooks and review it with the class. Students should be asked whether they have any questions throughout the reading of the handout. This handout will then go in the left pocket of their folders.

Students will receive the rubric for their journal assignment. They will review together.

Today, students will have to write 1 persuasive writing piece in the format outlined in the rubric.

(10-15 minutes, Teacher Modeling and Guided practice)

- 2.) A student can offer one of his/her topics and the teacher will develop a thesis on the board with the students. The teacher and students can then create an outline of the essay for the topic.

(30 minutes Guided and Individual Practice)

- 3.) Students will then find a shoulder partner. Together they can help one another develop the essay they began as a whole class; they should work on developing two body paragraphs that contain supporting details and address any counterarguments. They will also write a conclusive paragraph. They will be using the format outlined in the rubric.

The teacher will walk around and assist.

Feedback

- 4.) Within 20 minutes of this writing process, the teacher should hold a whole group discussion and ask student volunteers to come up to the Elmo and read what they

have written. Together, the class should evaluate the writing according to the rubric and determine if it contains the necessary persuasive elements.

Assessment:

Ongoing teacher assessment: Throughout the lesson, the teacher will be listening to students' responses and questions during the discussions and small group activities. She will walk around the room, and review students' progress.

Students will turn in their essay and the teacher will grade it and return it to students. They will use this one as a guide for the journal entries due in two weeks.

Student work will be evaluated accordingly:

Rubric: Persuasive Writing Journal Entry

Criteria	Outstanding A+	Excellent A	Good B	Adequate C	Needs Additional Attention
Format follows RLD guide 10%					
Supporting details developed 35%					
Counterarguments addressed 35%					
Clear thesis, well- developed conclusion 20%					

ESOL Adaptions:

PP and EP:

Students will be graded on the development of ideas: supporting details and counterarguments support a clear topic. Thus, a thesis, although not perfected in writing, is clear and developed.

The teacher will look for illustrations and one-two word phrases for PP students and expect illustrations and phrases-simple sentences for EP students.

Lesson Plan Extension:

As mentioned above, students will develop 5 of the topics from the questionnaire into persuasive writing entries. Each entry should be no less than two paragraphs, (minimum 10 sentences), not including a thesis statement and conclusion of ideas. These will be due in two weeks, when the students turn in their journals.

Resource:

Frank, Anne. (1993.) *Anne Frank: The Diary of a Young Girl*. (B.M. Mooyart-Doubleday, Trans.). New York, NY: Bantam Books. (Original work published 1947)

Attachments:

Unit: Roles, Responsibility, and Freedom

Reflective Learning Diaries

Description: Along your journey, you will be exploring yourselves, present society, and the events leading up to, during, and after the Holocaust. Periodically, you will be asked to further explore your understanding through writing on topics we have discussed in class. The writing assignments will be kept, in your Reflective Learning Diaries (RLD). These diaries will be checked periodically in class and turned in with a final project (which will be introduced next week) at the end of the unit.

Please see the following example entry from the Diary of Anne Frank. You will be following the same format for EVERY entry --UNLESS SPECIFIED-- that you include in your journal.

Friday, 23, June, 1944

Dear Kitty,

Nothing special going on here. The English have begun their big attack on Cherbourg; according to Pim and Van Daan, we're sure to be free by October 10. The Russians are taking part in the campaign, and yesterday began their offensive near Vitebsk, it's exactly three years to a day since the Germans attacked. We've hardly got any potatoes; from now on we're going to count them out for each person, then everyone knows what he's getting.

Yours, Anne

RLD Rubric

Criteria	Outstanding A+	Excellent A	Good B	Adequate C	Needs Additional Attention
Format: The format follows the above entry from Anne Frank's diary 20%					
Content: The entries address the topic and show meaningful thought and evidence of class learning . 50%					
Creativity/Personal Flair: Here is where you should include a personal touch: add to your journal by including drawings, additional, unassigned topics, or make it a "map of your mind's journey," etc. You can discuss ideas with Mr. C or Ms. W as they come to mind.					

10%					
Requirement: All topics assigned in class are explored in the journal. 20%					

Rubric: Persuasive Writing Journal Entry

Description:

You will develop 5 of the topics from the questionnaire into persuasive writing entries. Each entry should be no less than two paragraphs, (minimum 10 sentences). In ADDITION, they should also include a thesis statement and conclusion of your ideas. These will be due in two weeks, when you turn in your journals.

Criteria	Outstanding A+	Excellent A	Good B	Adequate C	Needs Additional Attention
Format follows RLD guide 10%					
Supporting details developed 35%					
Counterarguments addressed 35%					
Clear thesis, well- developed conclusion					

20%					
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Name: _____ Date: _____
Persuasive Writing Entry: _____

Supporting Details



Counterarguments



Lesson Title: What is Prejudice?

Date/Sequence/Duration: Thursday-50 minute session

1. Lesson Overview: Students will examine and disseminate the effect of prejudice both in a historical context, in regards to the Holocaust, and in a modern context, in regards to contemporary society.
2. Lesson Rationale: Facilitates students to analyze and explain the impact of prejudice in both the Holocaust and modern society. Students will learn the history of antisemitism, and how it is still present in today's society.
3. Lesson Adapted From:

Anti-Defamation League, USC Shoah Foundation Institute, and Yad

Vashem. (2005). *Echoes and Reflections: A Multimedia Curriculum on The Holocaust*.

4. Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Define antisemitism and explore its origins
- Identify the similarities between prejudice in the Holocaust and modern society
- Reflect on the impact that prejudice had in both the Holocaust and in their own lives

5. Sunshine State Standards:

LA.910.1.6.1: The student will use new vocabulary that is introduced and taught directly

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, sensory description

LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose

LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose

LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

LA.910.6.3.3: The student will demonstrate the ability to select print and non-print media appropriate for the purpose, occasion, and audience to develop into a formal presentation

6. Instructional Resources and Lesson Materials Needed:

- Key Word handout
- *Summary of Antisemitism* handout
- Reflective Learning Diaries
- Group seating overhead
- ELMO
- *News Watch* Handout

7. Key Words:

- Antisemitism
- Bigotry
- Discrimination
- Hate group
- Prejudice
- Racism
- Scapegoat
- Stereotype

8. Lesson Sequence:

Introduction/Lead-in/ Focus (8 minutes):

1. Ask students if they are familiar with the terms “stereotype”, “prejudice” and “antisemitism”
2. Pass out Key Word handout containing definitions of key words
3. Have three students read aloud the actual definition of “stereotype”, “prejudice” and “antisemitism”

Explicit Instruction:

Day 1:

1. Quickwrite “My Group’s Stereotype”: Have students write a journal entry in RLD (Reflective Learning Diaries) discussing how a group to which they belong is stereotyped. They must include why they think people believe and perpetuate these stereotypes in relation to the particular group (5 minutes)
2. Review key words presented in the reading: *Summary of Antisemitism* (3 minutes)
3. Distribute handouts of reading and break students into their small groups (4 groups of 7 students each. Groups will be on overhead).
4. Appoint 1 leader to facilitate the discussion, 1 scribe to record the group’s findings, and 1 reporter to share the findings with the whole class (will be denoted on overhead) (Section 3-4: 2 minutes)
5. Assign each group a different section of the handout and have them summarize the section (15 minute)
6. Each group reports out to the class (5 minutes)
7. Conduct class discussion:
 - How does Nazi ideology portray Jews?
 - Why do you think people didn’t question or protest what they were being told about Jews?
 - What other situations are people likely to scapegoat a group of people?
 (10 minutes)

Homework:

1. Complete *News Watch* handout within RLD

8. Assessment and Assessment Criteria:

Students will be graded on:

- RLD entries (My Group's Stereotype and *News Watch*) the entry must be in proper format and fully answer the prompt
- Participation in the class discussion as determined by the teacher
- Participation in small group work as determined by the teacher

9. Lesson Plan Extensions and Modification Ideas

- Use video clips of personal testimonies from survivors to show the effect of antisemitism
- Have students create a guide to fighting prejudice in school

Name

Date

Period

Key Word Definitions

1. Antisemitism	Coined in 1879 in Germany, in an attempt to define anti-Jewish sentiment on a scientific basis. Unlike the traditional, religiously, and emotionally based hatred of Jews, antisemitism was to justify the rejection of Jews as a different people, nation, and later race, that threatens the mere existence of the national unity and the national state. Gradually antisemitism became a political ideology embraced by political parties and organizations that were determined to protest against the so-called "Jewish influence" in political, social, economic, and cultural life. Today the term "antisemitism" refers to prejudice or discrimination against Jews, based on their religious beliefs and/or on group stereotypes.
2. Bigotry	Stubborn and complete intolerance of any creed, belief, or opinion that differs from one's own.
3. Dehumanization	To deprive of human qualities or attributes such as individuality,

	compassion, or civility
--	-------------------------

4. Discrimination	Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit
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5. Hate group	An organized group or movement that advocates hate, hostility, or violence towards members of a race, ethnicity, religion, gender, sexual orientation or other designated sector of society
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6. Prejudice	Unreasonable feelings, opinions, or attitudes (especially of a hostile nature) regarding a racial, religious, or national group
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7. Propaganda	Information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.
---------------	---

8. Racism	A belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to rule others
-----------	--

9. Scapegoat	A person or group made to bear the blame for others or to suffer in their place
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10. Stereotype	An oversimplified or biased opinion held to characterize the typical individual of a group
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Lesson Title: Propaganda: Swaying a Nation

Date/Sequence/Duration: Friday-50 minute session

1. Lesson Overview: Students will examine and disseminate the effect of propaganda in Nazi Germany and how the use of propaganda dehumanized the Jewish people.
2. Lesson Rationale: Students will analyze propaganda methods that were used to exploit antisemitic attitudes among the German people and to create an atmosphere of terror. Students will reflect on the use of propaganda in today's society.
3. Lesson Adapted From:

Anti-Defamation League, USC Shoah Foundation Institute, and Yad

Vashem. (2005). *Echoes and Reflections: A Multimedia Curriculum on The Holocaust*.

4. Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Analyze propaganda methods employed by the Nazis
- Reflect upon the impact propaganda has
- Analyze efficacy of visual representations when accompanied by narratives or not
- Demonstrate understanding of the power of suggestion from symbolism by completing analysis
- Demonstrate understanding how artists use color to convey their message by completing analysis

5. Sunshine State Standards:

LA.910.1.6.1: The student will use new vocabulary that is introduced and taught directly

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, sensory description

LA.910.6.3.1: The student will distinguish between propaganda and ethical reasoning strategies in print and non-print media;

LA.910.6.3.3: The student will demonstrate the ability to select print and non-print media appropriate for the purpose, occasion, and audience to develop into a formal presentation

6. Instructional Resources and Lesson Materials Needed:

- Propaganda handouts (7 different ones)
- Propaganda Analysis handout
- Group seating overhead
- ELMO
- Reflective Learning Diaries
- Key Word handout (from Thursday's lesson)

7. Key Words:

- Antisemitism
- Dehumanization
- Propaganda

8. Lesson Sequence:

Before Class:

- Cover propaganda explanations with paper
- Divide white board into two sections: left side with the heading "How does propaganda work?" and the right side with the heading "Modern Examples"

Introduction/Lead-in/ Focus (6 minutes):

- Have students sit in their assigned groups (shown on overhead)

- Review the definition of antisemitism, dehumanization, and propaganda
- Ask students:
 - How they think propaganda works?
- On the left side of the board write down the suggestions students give

Explicit Instruction:

1. Under the student suggestions list the following (5 minutes):
 1. Repeats the same information over and over
 2. Twists and exploits the truth
 3. Appeals to people's emotions
 4. Gives the illusion that most people agree with the message
 5. Talks to people in their own language
 6. Uses accessible media (newspaper, radio, television, etc)
2. Have students then give examples of propaganda they have seen and which technique the examples fall under and list them on the right side of the board (5 minutes)
3. Handout Nazi propaganda sheets and Propaganda Analysis sheet to each group
4. Explain directions for analysis sheet
5. Each group will complete the analysis sheet and pick 1 reporter
6. The reporter from each group will read the official explanation of the image to the class
7. Each student will copy down the individual explanations for further reference
(steps 3-8: 25 minutes)
8. Conduct follow-up discussion (9 minutes):
 1. Why do you think the majority of German people did not see Nazi propaganda as negative? (gave the country a scapegoat, reinforced the Aryan supremacy etc)
 2. How did propaganda dehumanize Jews?
 3. How did this dehumanization make Jews an easier target for abuse?
 4. What other groups of people have been dehumanized or have had propaganda used against them?
9. Students will hand in their analysis at the end of class

Homework:

- Journal entry – “Modern Propaganda and Me”
In their RLDs students will respond to the following prompt:
 - What examples of propaganda are in your life and do you feel influenced by it? Why or why not?

9. Assessment and Assessment Criteria:

Students will be graded on:

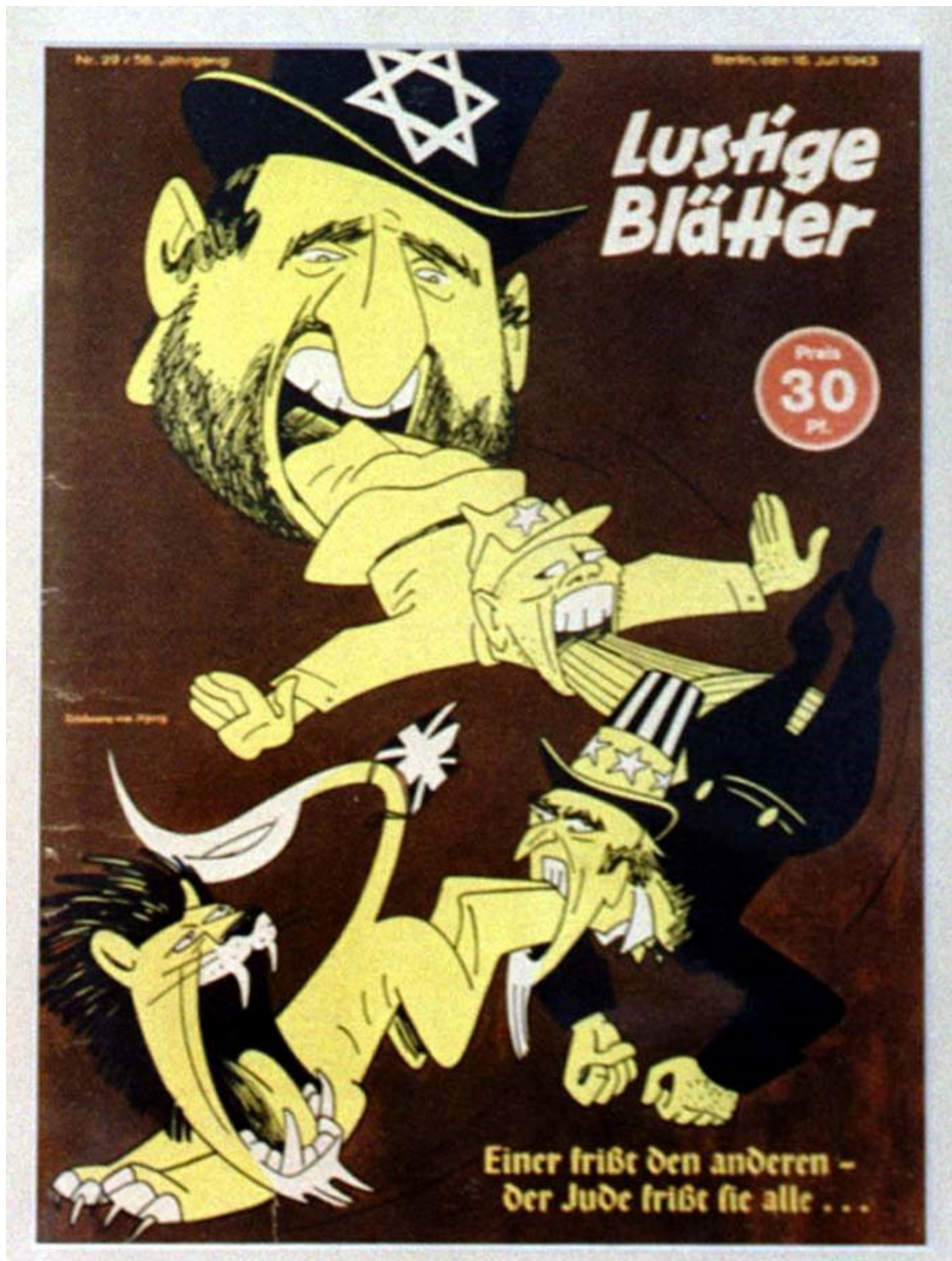
- The completion of the analysis sheet – each question must be completely answered
- The completion of the RLD entry – the entry must be in proper format and fully answer the prompt
- Participation in the class discussion as determined by the teacher
- Participation in small group work as determined by the teacher

10. Lesson Plan Extensions and Modification Ideas:

- Have students create their own propaganda poster regarding a change in school policy. They must use symbols, images, and short slogans to get their point across. On the back they must include a detailed description explaining the poster: why they chose that policy, why they used the images they did, and how this would affect the overall school.



The anti-Bolshevik poster above proclaims that Germany has destroyed Great Britain (depicted as one graveyard, with Churchill's grave symbolically prominent), and shows how the mailed fist of Germany is turning its attention to the east - threatening a knock-out blow for Stalin and the Soviet Union. The justification in the poster for the invasion of the USSR (in violation of the Nazi-Soviet non-aggression pact, 1939) is security (baby in a cradle) and prosperity (living space for Germans).



Magazine that was published in Germany in 1941-1942 shows a Jewish cartoon character consuming a Russian, American, and English characterization. This demonstrated that the increased hostilities occurring in Europe were due to the Jews, who were responsible for controlling allied policies, and that the Jews were responsible for WWII as well as the woes of the world that plagued humanity during this most difficult of times.

Name

Date

Period

Propaganda Analysis Worksheet

Directions: Using the propaganda image at your table, and working as a group, you must answer the questions. Each member has an equal say, and you must come to a consensus.

After answering questions 1-5 **in complete sentences**, you may flip the taped piece of paper up and copy down the explanation of the your quote for question 6.

After you are finished, you will **choose a reporter** to tell the class the explanation of the image. **As the other groups report, you must copy down the explanation on the backside of this sheet.** There will be spaces listed 1-7 with each image having a corresponding number. **Skip the number that your image has listed.** Each image could be on the quiz so it is advisable to copy down each explanation. If you miss one, you may stay after class and copy it.

1.	Explain the message of the image.
2.	What symbols (if any) are used in the image?
3.	Are the messages in the image primarily visual, verbal, or both?
4.	Which of the propaganda methods apply to this photo?
5.	How is the example attempting to further isolate Jews from the rest of the population?

6.	Flip the paper covering the explanation at the bottom of the image and copy it here:
1.	
2.	
3.	
4.	
5.	

6.	
7.	

Lesson: Introduction to *Night*

Week 2, Day 1: Monday

Grade: 9th

Subject: English I Honors

Duration: one 50 minute session

Overview: Before reading *Night*, students will gather background knowledge of its setting by creating a timeline of historical events leading to the novel's beginning. Students will define *memoir*. Students will review a calendar of their reading assignments for the unit's novel and receive their first reading assignment for chapters 1-3.

Rationale: 1-The purpose is to prepare students to read the novel, provide them with a plan of attack, and guide their understanding. 2-The lesson offers them visual, kinesthetic, verbal, and auditory communication of information.

Objectives:

Students will be able to:

- Define *memoir*
- Create a timeline of historical events leading to the novel *Night*.

Sunshine State Standards:

LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text

LA.910.1.7.4 - identify cause-and-effect relationships in text

LA.910.2.2.3- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

Materials:

- “Introducing the Memoir” handout
- Construction paper, pens, pencils
- Reading Calendar
- *Night* (Class set)
- RLD assignment Chapters 1-3
- RLDs
- Map of Europe

Procedure:

Activating Prior Knowledge:

(5-10 minutes)

1. Teacher passes out “Introducing the Memoir” handout. She directs students to the focus activity on page 3. And explains WHY they are reviewing this—to prepare them to read the novel and to offer them background knowledge and a foundation of the Holocaust’s beginnings, which they will be building new knowledge on in the coming weeks.
2. In their RLDs, students write to their teacher (in RLD format) responding to the prompt on page 3: “What events can suddenly change the course of a person’s life? AND what are the possible effects or emotional reactions you or others might have to those events?” Students may brainstorm with a shoulder partner, but everyone must write an individual response.

(5 minutes)

3. Students volunteer to share with the whole class. Possible probing questions: Why do you think you would feel that way? What would your initial reaction be compared to a well thought-out response? What advice would you give someone who may potentially

experience this same life changing event? The teacher should emphasize the “Setting a Purpose” statement on page 3 to explain this exercise’s relevance to the story.

(5 minutes)

Introduction to Memoirs

4. Pass out “Introducing the Memoir.” Pass out construction paper, pens.
5. Ask students, “What is a memoir?” Discuss and define as a class. Students write it on side 1 of their construction paper.

Discussion and Lecture:

Students create timeline of events on side 2 of their construction paper.

Teacher modeling

(10-15 minutes)

6. Students and teacher will read through the “Introducing the Memoir” together as a whole class and create a timeline of events. The teacher will record information on the board in chronological order, as presented in the text. She should also draw symbols and images if possible next to event descriptions. Students will create individual timelines using their construction paper and pens, taking notes from the board.

During the reading, the teacher should halt, discuss, and jot down the following events, which students should be including on their timelines:

- Show the map of Europe (Romania, Poland, and Germany, where *Night* takes place.
- Share that Germany was devastated after WWII
- National Socialist German Workers Party = NAZI. In 1920 its leader Adolf Hitler promised to restore German pride.

Guided Practice

(2 minutes)

(Ask students, what positive influence did Hitler have on Germany?)

E.g A student can come to the board and add to the timeline: Nazi Germany’s economy and military restored.

Individual Practice

(10 minutes)

Students work independently or with a partner to finish their timelines, reading through their handout and pulling key information.

Check-up:

(5 minutes)

The students should have students volunteer to share what they found. Together the class should arrive at the following conclusion of events:

- Allied (clarify) countries were in the Great Depression.
- 1938, Hitler invades lands around Germany
- 1939, Britain and France declare war
- 1941, *Night* begins. U.S. declares war
- 1942, Hitler booming (show on large class map): Auschwitz and Buna, in Poland, and later Buchenwald, in central Germany.

(5 minutes)

Night assignment

7. Teacher passes out *Night* to each student. Teacher passes out Reading Calendar to each student and reviews. Students raise any questions.
8. Teacher passes out Week 1's reading assignment chapters 1-3 and reviews the assignment.
9. Students begin to read in class from their novels until class ends.

Assessment:

Students turn in their timelines and their memoir definitions.

Criteria	√+Present	√-Not present
Content for Timeline: All events are recorded chronologically 80%		
Content for Memoir: Definition of memoir expresses clear understanding 20%		

Extension/ Modification:

(If time: Looking Forward to the text)

1. Student volunteer reads “Background Time and Place” on the handout. This introduces Elie and his family at the novel’s beginning

Homework:

Students can begin to read *Night* and complete their assignments in their RLD.

Optional-Looking ahead:

Students can also read on into the novel and create a flowchart of the major events in chapters 3-5 that occur from the arrival of the trains a Birkenau to the evacuation of Buna.

Resources:

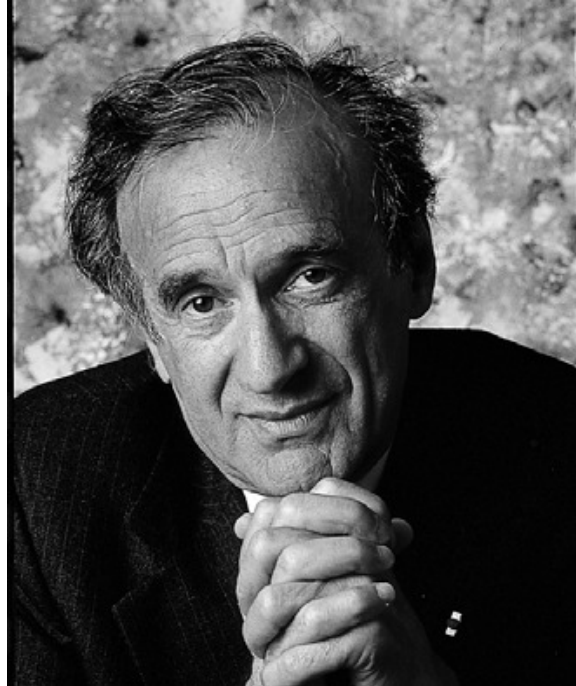
“Introducing the Memoir” and Chapter 1-3 Assignment adapted from:

“Night Study Guide 11.” *The Glencoe Literature Library: Study Guide for Night*. New York: New York. McGraw-Hill Companies, Inc. 2010. 22 April <<http://www.glencoe.com/sec/literature/litlibrary/pdf/night.pdf>>.

Map of Nazi Germany from:

Anti-Defamation League. (2005). *Echoes and Reflections: A Multimedia Curriculum on the Holocaust*. New York, NY: Yad Vashem.

Introducing the Memoir



Adapted from:
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Night Study Guide 11

THE TIME AND PLACE

Night takes place in Europe (Romania, Poland, and Germany) during World War II (1939–1945).

This war, sparked by German aggression, had its roots in the ending of an earlier war. With Germany's defeat in World War I, the nation was left with a broken government, a severely limited military, shattered industry and transportation, and an economy sinking under the strain of war debts. Many Germans were humiliated and demoralized.

The Nazi party—in German *NAZI* stands for National Socialist German Workers Party—came to power in the late 1920s. The party, through its leader Adolf Hitler, offered to restore German pride. At large rallies Hitler spoke of Germany's long military tradition, its national character, and its entitlement to greatness. To explain Germany's fallen state, Hitler blamed the Jews and others whom he said were not true Germans. Many Germans responded enthusiastically to Hitler's ideas, and in 1933 he became chancellor, or leader, of the country.

Once in power, Hitler was able to restore Germany's economy and its military. He used that progress to support his expansion efforts, unchecked by Allied countries struggling with the worldwide Great Depression. In 1938 Hitler began invading the lands around Germany. Britain and France declared war in 1939. The United States did not enter the war until 1941. In 1941, when *Night* begins, Hitler seemed unstoppable. By 1942 he controlled or was allied with most of Europe, including Wiesel's Romania, which was pro-German. As the story progresses, Wiesel is confined in a total of three concentration camps, Auschwitz and Buna, in Poland, and later Buchenwald, in central Germany.

Did you know?

Hitler's treatment of the Jews was more than a political strategy. He was an anti-Semite (hater of Jews) who viewed the Jews as an inferior race. In fact, Judaism is not a race, but rather a religion. Soon after taking control of Germany, Hitler began persecuting German Jews. They lost their citizenship and often their right to work, were barred from public schools and gathering places, could no longer marry non-Jews, and suffered frequent physical attacks to their homes and businesses. Hitler defined as Jews those with at least one Jewish grandparent, whether or not they observed their religion. By 1938, before the War spread beyond Germany, Hitler and his secret-police organization, the Gestapo, had already imprisoned more than 30,000 Jews. In keeping with his goal of achieving German racial "purity," Hitler also attacked and imprisoned Gypsies, people with handicaps, and homosexuals. Those who disagreed with Hitler's political views—Communists, Jehovah's Witnesses, Soviet and Slavic prisoners of war—were also mercilessly imprisoned, enslaved, and murdered. As Hitler's control of Europe spread, more and more innocent people were imprisoned or killed. Some were forced to live in ghettos, enclosed areas within cities, where they often starved. Others were executed or sent to the rapidly expanding camp system. By the end of the war, at least six million Jews and five million non-Jews had been killed.

Before You Read

FOCUS ACTIVITY

What events can suddenly change the course of a person's life?

Discuss

In a small group, discuss events that unexpectedly change people's lives—a natural disaster or death of a loved one, for example. Discuss possible effects and emotional reactions you or others might have to each event.

Setting a Purpose

Read to find out how young Elie Wiesel's life is profoundly and forever changed.

BACKGROUND

Time and Place

The town of Sighet, where *Night* begins, has been part of both Romania and Hungary at various times. During Wiesel's childhood, Sighet was home to 15,000 Jews. Most were devout Hasidic Jews whose lives focused on family, religion, and learning. Like most of their Jewish neighbors, the Wiesels were poor but intensely committed to education. For young Elie that meant spending his days and evenings studying sacred Jewish texts such as the Torah and Talmud. At the age of twelve, Wiesel began exploring *cabbala*, or Jewish mysticism—an approach to Bible study that analyzes hidden meanings in the text. As World War II progressed, Wiesel's father Chlomo began helping Jews escape from Poland, risking his life to help others escape Nazi persecution. Chlomo continued to believe that he and his family would not be separated.

VOCABULARY PREVIEW

compatriots *n.* fellow countrymen

edict *n.* official statement; law

expound *v.* to set forth in detail

firmament *n.* the sky, or heavens

hermetically *adv.* completely sealed; airtight

pestilential *adj.* filled with disease; contagious

phylacteries *n.* small boxes containing scripture; worn by some Jewish men for daily prayer

pillage *v.* to rob with open violence

premonition *n.* anticipation of an event, usually negative, even without actual warning

truncheon *n.* a police officer's stick

Night: Reading Calendar

Throughout the next five weeks, you will be expected to read and critically and creatively respond to your reading of the novel, *Night*. In order to pace yourself, it is **HIGHLY** suggested that you **follow the reading calendar below**. The calendar coincides with **in-class activities** on the Holocaust that will aid your understanding and enjoyment of the novel.

When in the week should you have the chapters read? **The earlier in the week the better!** For example, you should have up to chapters 4 and 5 read as early in week 2 as possible, Monday-Tuesday but no later than Saturday or Sunday of week 2, then you are **REALLY** behind.

If you would like to **read ahead**, this is encouraged.

Week 1 (This week!)	Chapters 1,2,3
Week 2	Chapters 4, 5
Week 3	Chapters 6,7,8,9
Week 4	In Class Student-Led Discussions on <i>Night</i>

(Note: In a real class situation, dates of each week should be inserted)

Week 1's reading assignment for *Night*:

Responding

Night Chapters 1, 2 and 3

In your **RLD** respond to the following questions. You should follow your **standard format** for RLD entries. Be sure to write as if your reader has not read *Night*. **Quote material** from the text to provide examples to your claims. **Each response should be no less than 4 complete sentences. YOU MAY ALSO sketch images to aid your responses, but be sure to describe what you draw. (Make it make sense to your reader! ☺)**

Analyzing Literature

Recall and Interpret

1. Describe Wiesel's community at the beginning of the story. How does young Elie view the world and his place in it?
2. What are some incidents that suggest or foreshadow the coming danger to the Sighet Jews? Why doesn't the community believe it is in danger?
3. What are the conditions on the Jews' train journey? How do the Jews react to Madame Schächter's behavior? What does this reveal about human nature?
4. What connection might there be between Madame Schächter's treatment on the train and possible future events in the concentration camp? What are some other ways that Wiesel foreshadows, or hints at, the horrors ahead?
5. When Elie arrives at Auschwitz and then at Buna, Wiesel describes scenes he will never forget. What scenes, ideas, or feelings from the memoir do you find unforgettable?

Adapted from :
Night Study Guide 15
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Lesson: Examining Nazi Germany

Week 2, Day 2: Tuesday

Grade: 9th

Subject: English I Honors

Duration: one 50 minute session

Overview: Students will respond to a questionnaire that guides them to consider how their rights as an individual of the U.S. impact their lives and future aspirations. Students then watch and discuss video clips showing these basic human rights being removed from the Jews. For homework students will respond to a prompt in their RLDs.

Rationale: The lesson prepares students to complete the “To defend or to attack” assignment later in the week where students compare and contrast the U.S. Constitution with the Nazi Party Program. The homework assignment asks students to respond critically and creatively to the texts covered in class, preparing them for a critical and creative final project at the end of the unit. Through this lesson and the above assignments, students begin to see the benefits of democracy, the value of freedom, and the necessity to protect freedom in their own society.

Note: There is no “Teacher Modeling” in this lesson. The lesson is designed to get students thinking and reflecting before they begin the “To defend or to attack” assignment. Then the teacher will model the project before students begin it.

Objectives:

Students will be able to:

- Explain the meaning of democracy
- Provide personal and historical examples and non examples of an acting democracy
- Discuss the rights removed from Jews and other non Aryans upon the rise of the Nazi Party.

Sunshine State Standards:

LA.910.1.7.4 - identify cause-and-effect relationships in text

LA.910.1.7.7 - compare and contrast elements in multiple texts

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details

Materials:

- “What Rights Are Most Important to Me?” Handout
- RLDs
- Elmo
- Pens/Pencils
- Handout “Oskar Shindler
- Visual clips of *Schindler’s List*:

Shindler’s List Movie Trailer

<http://www.zuguide.com/index.php#Schindlers-List> 1.24 minute

Shindler’s List Movie Clip: Little Girl with Red Dress Scene:

<http://video.google.com/videoplay?docid=-5880750039047404984#> 2.22 minutes

- Homework Assignment

Procedure:

Students are put into diverse groups of 4-5.

Activating Prior Knowledge

(5-10 minutes)

1. Provide each student with a copy of “What Rights Are Most Important to Me?” Have students take a few minutes to rank the choices in order of importance from 1 (most important) to 9 (least important). Students should be prepared to share.
2. In their small groups, students share how they ranked the rights on the handout and the rationale behind their decision of their highest and lowest choices.
3. Whole class discussion: Class discussion prompted by questions: “Why is that the most important to you? What would you do if you did not have this right? How would you feel? How would society be different if all of these rights were removed? Would it improve society and provide order or would it weaken it and create chaos?”

Guided practice-- in thinking about U.S. Constitution versus Nazi Program Party characteristics

(5 minutes)

4. Students think about the word *democracy* by finishing the sentence: “Democracy is...” in their RLD. They may brainstorm with others in their small groups.

(5-10 minutes)

5. Whole class discussion of democracy.

Teacher uses a web chart on the board to format student responses. To prompt discussion, the teacher can ask: What are the characteristics of a democracy? How does democracy benefit the individual? How does democracy benefit society? How can a democracy be affected by individuals and society?

Students should take notes in the RLD of the class discussion.

Note: It might also be helpful for the English teacher to discuss this activity with the social studies teacher earlier in the quarter. Perhaps this teacher can also discuss democracy in his/her class to better inform students.

(5 minutes)

6. The teacher informs students that they will watch clips from *Schindler's List* to see reenactments of the Schutzstaffel officers (clarify Nazi officers).

A student volunteer should read the handout, "Oskar Shindler" aloud.

To check for comprehension, the teacher should ask: "Was Shindler a role model? Why? Do you think it was hard for him to do what he did? Why?"

The teacher should explain the background to *Schindler's List*, e.g.,

"The film begins in 1939 with the relocation of the [Jews](#) from their homes to death camps shortly after the beginning of [World War II](#)."

(10-15 minutes)

7. View/Discuss Clips

- Students watch *Schindler's List* clip: Little Girl in the Red Dress (2.22 minutes)
(One of the most famous scenes from *Schindler's List*. As the Krakow ghetto is being evacuated, Oskar Schindler watches from above.)

- Discussion question: What did you see? Who do you see? What are the Schutzstaffel officers doing? Possible responses: A little girl with a red dress walks down the street, innocent in chaos and murder/hundreds are being massacred/belongings being thrown from their homes/ homes destroyed/ people forced out of the homes/ etc.

- Teacher makes a list on the board of responses. Students record notes in their RLDs.

- Students watch half of the movie trailer from *Schindler's List*. (1.24 minutes)

- Discussion questions: What did you see? Who did you see? Adults? Children? What was happening to them?

- Teacher makes a list on the board of responses.

- Students re-watch the video clip. (Note: It is a very fast-paced clip.)

- Teacher adds to the list on the board and prompts discussion.

Possible responses: People fighting in the streets, arguing/people crying, being led/one man confronting another in a doorway/ belongings being thrown out of windows/ children being dragged/ people trying to hide and being found/ forced labor/ fear/ people being dragged onto trains/ kid (German) making a death threat with his hand/

[What does this show?]-corruption of vulnerable minds= young and Germans who were in a state of poverty after WWI. [Is their youth or the state of their lives an excuse for these actions?] / opening of belongings, stealing/ teeth and gold [Does anyone know why there are teeth and gold?-teacher explains]/ people digging/ etc.

- Students take notes of the discussion in their RLDs

(2 minutes)

Individual Practice (Reflection)

8. Students receive their homework assignment.

Extension/ Modification:

For homework students will respond to one of the following two topics in their RLDs:

(1) Students can explore in their RLDs one of the images that stuck in their mind from the *Shindler's List* clips. They should explain exactly what they remember, recreating it for the reader visually (using the five senses). Students can respond to the prompts: (1) Does the scene depict a democracy? Why or why not? (2) How does it make you feel? Could this happen in America? Describe a situation where you saw something “undemocratic” occur.

As extra credit, students can respond to the following:

Building on their knowledge of Oskar Shindler, students could respond to the prompts: Can you recall a time when you had to make a difficult choice that would either help another or potentially cause you harm/some type of negative feedback? What rights were being violated? Explain why you chose to act or chose to refrain from acting. Consider whether your role as an individual would have been or was effective.

Assessment:

Ongoing teacher assessment: Throughout the lesson, the teacher will be listening to students' input, reactions, questions, and responses during the discussions. The teacher will also monitor student participation and conclusions drawn from the questionnaire activity.

Student responses to the texts will be evaluated when their RLDs are collected.

The entry will be graded as follows:

Criteria of Content	Outstanding A+	Excellent A	Good B	Adequate C	Needs Additional Attention
Content Responses include an example of rights being violated 30%					
A clear description of this situation/scenario including examples from film and personal examples. 30%					
A personal evaluation of the described situation depicting the scenario as a democracy or not a democracy. 40%					

Resources:

1.24 minute Shindler's List Movie Trailer

"Shindler's List." *ZuGuide*. 2010. 19 April. <<http://www.zuguide.com/index.php>

#Schindlers-List>.

2.22 minute Movie Clip of Little Girl in the Red Dress:

“Shindler’s List Movie Clip: Little Girl with Red Dress Scene.” *Google Videos*. 2009. 2010. 19 April. <<http://video.google.com/videoplay?docid=-5880750039047404984#>>.

Information on Oskar Shindler gathered from:

Anti-Defamation League. (2005). *Echoes and Reflections: A Multimedia Curriculum on the Holocaust*. New York, NY: Yad Vashem.

OSKAR SCHINDLER

~Credited with saving 1200 Jews~



Oskar Shindler / Leem Neeson

Oscar Shindler, a member of the Nazi Party, who became the owner of a factory formerly owned by Jews outside of Krakow, Poland, protected Jewish employees from deportation and death by creating a list of workers “essential” to the German War effort and paying the Nazis money for each person on the list. Shindler is an example of a person who made a dramatic personal change during the course of the war. At the beginning, he was a member of the Nazi party—an opportunist who succeeded in making money by exploiting Jews. Once he realized that the Nazis were deporting Jews to murder them, he decided to risk all he had in order to save the Jews he once exploited.

Week 2, Day 2’s Homework

Explore in your RLDs one of the images that stuck in your mind from the *Shindler's List* clips. **Explain exactly what you remember, recreating it for the reader visually** (using the five senses).

Respond to all parts of the prompt:

- (1) Does the scene depict a democracy? Why or why not?
- (2) How does it make you feel? Could this happen in America? Describe a situation when you saw something “undemocratic” occur.

Extra Credit:

(2) Can you recall a time when you had to make a difficult choice that would either help another or potentially cause you harm/some type of negative feedback? What rights were being violated? Explain why you chose to act or chose to refrain from acting. Consider whether your role as an individual would have been/was effective in resolving the problem. Would you do anything differently?

Lesson: Examining Nazi Germany continued

Week 2, Day 3: Wednesday

Grade: 9th

Subject: English I Honors

Duration: one 50 minute session

Overview: Students begin working on the “To defend or to attack” assignment. They work in groups to compare and contrast the U.S. Constitution and The Nazi Party Program.

Rationale: Students continue their exploration of the human rights retracted from Jews under the Nazi Party. They examine freedom and the absence of freedom in society, the effect of its absence and ultimately its value.

Objectives:

Students will be able to:

- Create their own definition of freedom
- Identify characteristics of the Schutzstaffel
- Identify characteristics of the American Law Enforcement
- Compare and contrast the Schutzstaffel and the American Law enforcement

Sunshine State Standards:

LA.910.1.7.7 - compare and contrast elements in multiple texts

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details

LA.910.2.2.3- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining)

Materials:

- “To defend or to attack” Handout (see in-process assessment)
- RLDs
- “The Program of the National-Socialist (Nazi) German Workers Party” handout
- “The Schutzstaffel (SS)” handout
- “The American Law Enforcement: Essential Functions of a Commissioned Police Employee” handout.
- Directions to researching U.S. Constitution.
- Highlighters, paper, pens/pencils
- Elmo

Procedure:

Students are still in diverse groups of 4-5.

Activating Prior Knowledge:

(5 minutes)

1. In your RLD write a one page reflection to either Ms. C or Ms. W on what you learned yesterday in class. Consider: How were the Jewish and other non Aryans treated poorly in the film clips of Schindler’s List. Were these individuals free to do as they pleased? The teacher should share with students WHY they are reviewing and where they are going. A similar explanation to this lesson rational should be given.

(3-5 minutes)

2. Students volunteer to share their thoughts with the entire class.

(5 minutes)

3. Materials distributed: Students receive the “To Defend or To Attack” assignment handout.
Teacher passes out: “Sections from ‘The Program of the National-Socialist (Nazi) German Workers Party’” handout, the “The Schutzstaffel (SS)” handout, the “The American Law Enforcement: Essential Functions of a Commissioned Police Employee” handout, and Directions to researching the U.S. Constitution. Students will also receive highlighters and paper.

Teacher Modeling, Guided Practice

(10 minutes)

4. Students are instructed to look at the “The Schutzstaffel” handout and the “American Law Enforcement” handout. The teacher will draw a Venn diagram on the board and label one circle the U.S. Government and the Nazi Party. She will then pick up her highlighter and place the SS handout on the Elmo.

She will explain to students, while writing these directions on the board, that they will

1. Read and highlight “The Schutzstaffel” handout for key information regarding the duties/functions/mission of the Nazi Party officers.
2. Read and highlight “The American Law Enforcement” handout looking for duties/functions/ mission of the U.S. officer.
3. Then compare and contrast the duties placing them in the Venn diagram (right now, an individual rough Venn diagram).

5. Teacher models through a think-aloud using the first paragraph of both the SS handout and the “American Law Enforcement” handout as an example. “The first thing I am going to do is read over the SS article highlight anything that seems relevant to the DUTIES/FUNCTION/MISSION of the SS officers.” (She can write *duties, function, mission* on the board.) “Well it says here that SS was initially created as a body guard for Hitler, so I’ll highlight this. This was their duty, function, mission—to protect Hitler. (The teacher then places the “American Law Enforcement” handout on the Elmo and begins reading aloud. When she gets to the line: “The work of the commissioned police officer involves responsibility for the protection of life and property, prevention of crime, apprehension of criminals and the general enforcement of laws and ordinances,” she will highlight this and state, “This line appears to state the duty of a U.S. officer is to protect all life and property.”

The teacher will then write, “Designed to protect Hitler from the people” in the circle under “Nazi Party” and “Designed to protect people and their property” in the circle under U.S. Government.

Remember, I am only modeling using the first paragraph of each article. You will read and highlight the “SS” article, then read and highlight the “American Law Enforcement” article, THEN, you will begin to compare and contrast and record in your rough sketches of Venn diagrams on your paper.

Individual Practice (10-15 minutes)

6. Students work in small groups reading the SS article, and the “American Law Enforcement” handout, highlighting, comparing, and contrasting. The teacher should walk around and guide students in the process and assist.

7. When students begin to finish with these two readings, the teacher should direct them to read the “Nazi Party Program” handout and the “U.S. Constitution.” There is only one catch...they must research the U.S. Constitution themselves. Students will visit the library tomorrow.

(10 minutes)

Homework introduced on Elmo. Students begin to write their responses in their RLDs.

Extention Modification:

Homework assignment:

Over the past few days, we have been exploring democracy, human rights, and the retraction of these rights. We have watched video clips, read articles, and reviewed our handouts, essentially exploring freedom.

What does freedom mean to you? What does it look like and not look like? Use examples from the texts explored in class as well as your personal life to respond to these two questions.

Assessment:

+ See Friday of Week 2’s lesson plan.

Students’ homework responses in their RLDs will be graded later in the unit according to the following rubric.

Criteria	Outstanding A+	Excellent A	Good B	Adequate C	Requires Further Attention
Clear definition of freedom 60%					
Examples and non examples present from in-class texts and personal life 40%					

Resources:

“The Program of the National-Socialist (Nazi) German Workers Party” handout from:
“The Schutzstaffel (SS)” handout *adapted* from:

Anti-Defamation League. (2005). *Echoes and Reflections: A Multimedia Curriculum on the Holocaust*. New York, NY: Yad Vashem.

The American Law Enforcement Handout from:

“Essential Functions for Commissioned Police Employee.” *St. Louis County Police Department, File 119934*. 10 April 2010. < <http://www.co.st-louis.mo.us/Police/careers/119934.pdf> >.

U.S. Constitution from:

“Bill of Rights.” *EDSITEment: The U.S. Constitution*. 2010. 19 April. <www.thinkfinity.org/edsitement/usconstitution.pdf>.

Homework assignment:

Over the past few days, we have been exploring democracy, human rights, and the retraction of these rights. We have watched video clips, read articles, and reviewed our handouts, essentially exploring freedom.

What does freedom mean to you? What does it look like and not look like? Use examples from the texts explored in class as well as your personal life to respond to these two questions.

Lesson: Examining Nazi Germany continued

Week 2, Day 4: **Thursday**

Grade: 9th

Subject: English I Honors

Duration: one 50 minute session

Overview: Students continue to work on the “To defend or to attack” assignment in their small groups. They visit the library and research the U.S. Constitution. They synthesize their information and create a Venn diagram poster for presentation tomorrow.

Rationale: Students practice critically analyzing texts, identifying relevant details, researching, and synthesizing information.

Objectives:

Students will be able to:

- Identify characteristics of the Nazi Party Program
- Identify characteristics of the U.S. Constitution
- Research the Bill of Rights online
- Compare and contrast the Nazi Party Program and the U.S. Constitution

Sunshine State Standards:

LA.910.1.7.7 - compare and contrast elements in multiple texts

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details

LA.910.2.2.3- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining)

LA.910.2.2.4- identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text)

LA.910.5.2.2- research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)

LA.910.6.4.1 - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and

Materials:

- “To defend or to attack” Handout
- RLDs
- “The Program of the National-Socialist (Nazi) German Workers Party”” handout
- “The Schutzstaffel (SS)” handout
- “The American Law Enforcement: Essential Functions of a Commissioned Police Employee” handout.
- Directions to researching U.S. Constitution.
- Highlighters, paper, pens/pencils
- Elmo
- Poster board

- Colored Pencils/ markers

Procedure:

Individual Practice Continued

(15 minutes)

1. Class receives directions to researching the U.S. Constitution and visits the computer lab to complete their research.

(15 minutes)

2. Class returns to the classroom and begins the compare and contrast method on the Nazi Party Program and the U.S. Constitution. They will be analyzing the characteristics of each, similar to how their teacher modeled it yesterday in class. The teacher will be around to help students.

(15 minutes)

3. Student groups create their final posters. Each group should choose a scribe to write it down on the poster and a reporter who will present it to the class.

(5 minutes)

Introduction to homework.

Extention/ Modification:

Homework: “If you haven’t already, tonight you must write your reflection.” (Refer students back to the directions on the “To defend or to attack” handout.) “In your **RLD**, you will write a 1 page reflection on what you **feel the purpose of the police are and the purpose of laws are within our society and in Nazi Germany.**”

Assessment:

Ongoing teacher assessment: Throughout the lesson, the teacher will be listening to students’ input, reactions, questions, and responses during the library visit and small group activities.

Formal assessment will take place on Friday.

Resources:

“The Program of the National-Socialist (Nazi) German Workers Party” handout from:
 “The Schutzstaffel (SS)” handout *adapted* from:

Anti-Defamation League. (2005). *Echoes and Reflections: A Multimedia Curriculum on the Holocaust*. New York, NY: Yad Vashem.

The American Law Enforcement Handout from:

“Essential Functions for Commissioned Police Employee.” *St. Louis County Police Department*,
File 119934. 10 April 2010. < <http://www.co.st-louis.mo.us/Police/careers/119934.pdf> >.

U.S. Constitution from:

“Bill of Rights.” *EDSITEment: The U.S. Constitution*. 2010. 19 April. <www.thinkfinity.org/edsitement/usconstitution.pdf>.

Lesson: Examining Nazi Germany Wrap-Up / *Night* Check-up

Week **2**, Day 5: **Friday**

Grade: 9th

Subject: English I Honors

Duration: one 50 minute session

Overview: Students will present their findings on the similarities and differences of the Nazi Party Program and the U.S. Constitution. They will also finish their reflections, if they have not already, and turn them in. Students will also have the opportunity to raise any questions that they may have regarding the *Night* chapters 1-3 and will be introduced to the final project.

Rationale: Students present their synthesized information to the whole class and learn from one another. Peer and teacher feedback occurs to make sure all students understand the difference between democracy and an anti-democracy. Class “business” is also needed to keep students organized and on-task when out of the classroom.

Objectives:

Students will be able to:

- Compare and contrast the Nazi Party Program and the U.S. Constitution
- Defend a personal response explaining WHY laws and a police force are important in their society

Materials:

- “To defend or to attack” Handout

- RLDs
- “The Program of the National-Socialist (Nazi) German Workers Party”” handout
- “The Schutzstaffel (SS)” handout
- “The American Law Enforcement: Essential Functions of a Commissioned Police Employee” handout.
- Directions to researching U.S. Constitution.
- Highlighters, paper, pens/pencils
- Elmo
- Poster board
- Colored Pencils/ markers
- Final Project (see goals and rubrics)

Procedure:

Independent Practice Continued:

(5-10 minutes)

1. Students can regroup and make any finishing touches to their posters before presentation. They should ask any last minute questions. Teacher will walk around to help.

(15-20 minutes)

2. Student groups present their finding. Teacher should prompt students to think about anything they missed in their Venn Diagrams; e.g., How do the SS dress? How do the American Police force dress? What do you think the purpose of each uniform is? Why the uniformity? Why that particular style? / The motto, “My honor is loyalty” applies to what and/or to whom? Who are the SS loyal to? What are they loyal to? Who and what do they honor? What/who is the American Law Enforcement loyal to?

(10 minutes)

Students can have time in class to finish their reflections synthesizing why laws are important in their society.

The teacher should be around to help students. Students can be guided to review their RLD entries from this week to aid their responses.

Class Business:

(10-15 Minutes)

Students ask any questions regarding the Night Homework Assignment from Monday Chapters 1-3. If no one responds the teacher may ask students to share their responses from their RLDs.

The teacher passes out the final Project and reviews it briefly with the students. She asks students to review it again for homework. They will raise any questions in class on Monday. (The teacher will prompt this discussion then.)

Extension/ Modification:

Optional RLD assignment *Extra Credit: Revisit a journal entry from the questionnaire. Choose one of your original opinions and reflect on how your opinion has changed or been affirmed. Include the key words, *roles*, *responsibility*, and *freedom* in your response.

If the class finishes presentations earlier, Literature Circles can be implemented.

With a shoulder partner or small group students can share their responses (images or written reflections) from their week's RLD assignment. Student volunteers can then share with the whole class.

Or

In small groups students create a cluster web, with *danger* written in the center circle. In circles radiating from the center, they can list possible reactions to dangerous situations. In other circles coming off of the reaction circles, brainstorm possible consequences of those reactions.

Students should then include potential dangers that present or begin to present themselves in *Night*. How Wiesel responds to dangerous situations and the consequence of his actions/inactions. This can help them prepare to read on and also forces them to consider the warning signs of danger in their own lives. (This idea is drawn from:

“Night Study Guide 11.” *The Glencoe Literature Library: Study Guide for Night*. New York: New York. McGraw-Hill Companies, Inc. 2010. 22 April <<http://www.glencoe.com/sec/literature/litlibrary/pdf/night.pdf>>.

Assessment:

Students will be graded according to the in-process text rubric for the “To Defend or to Attack” Assignment.

Resources:

“The Program of the National-Socialist (Nazi) German Workers Party” handout from:
“The Schutzstaffel (SS)” handout *adapted* from:

Anti-Defamation League. (2005). *Echoes and Reflections: A Multimedia Curriculum on the Holocaust*. New York, NY: Yad Vashem.

The American Law Enforcement Handout from:

“Essential Functions for Commissioned Police Employee.” *St. Louis County Police Department, File 119934*. 10 April 2010. < <http://www.co.st-louis.mo.us/Police/careers/119934.pdf> >.

U.S. Constitution from:

“Bill of Rights.” *EDSITEment: The U.S. Constitution*. 2010. 19 April. <www.thinkfinity.org/edsitement/usconstitution.pdf>.

Selections from “The Program of the National-Socialist)Nazi German Workers

1. We demand the union of all Germans in a Great Germany on the basis of the principle of self-determination of all peoples.
 2. We demand that the German people have rights equal to those of other nations; and that the Peace Treaties of Versailles and St. Germain shall be abrogated.
 3. We demand land and territory (colonies) for the maintenance of our people and the settlement of our surplus population.
 4. Only those who are our fellow countrymen can become citizens. Only those who have German blood, regardless of creed, can be our countrymen. Hence no Jew can be a countryman.
 5. Those who are not citizens must live in Germany as foreigners and must be subject to the law of aliens.
 6. The right to choose the government and determine the laws of the State shall belong only to citizens. We therefore demand that no public office, of whatever nature, whether in the central government, the province, or the municipality, shall be held by anyone who is not a citizen.
- We wage war against the corrupt parliamentary administration whereby men are appointed to posts by favor of the party without regard to character and fitness.
7. We demand that the State shall above all undertake to ensure that every citizen shall have the possibility of living decently and earning a livelihood. If it should not be possible to feed the whole population, then aliens (non-citizens) must be expelled from the Reich.
 8. Any further immigration of non-Germans must be prevented. We demand that all non-Germans who have entered Germany since August 2, 1914, shall be compelled to leave the Reich immediately.

9. All citizens must possess equal rights and duties.

10. The first duty of every citizen must be to work mentally or physically. No individual shall do any work that offends against the interest of the community to the benefit of all.

Therefore we demand:

11. That all unearned income, and all income that does not arise from work, be abolished.

12. Since every war imposes on the people fearful sacrifices in blood and treasure, all personal profit arising from the war must be regarded as treason to the people. We therefore demand the total confiscation of all war profits.

13. We demand the nationalization of all trusts.

14. We demand profit-sharing in large industries.

15. We demand a generous increase in old-age pensions.

16. We demand the creation and maintenance of a sound middle-class, the immediate communalization of large stores which will be rented cheaply to small tradespeople, and the strongest consideration must be given to ensure that small traders shall deliver the supplies needed by the State, the provinces and municipalities.

17. We demand an agrarian reform in accordance with our national requirements, and the enactment of a law to expropriate the owners without compensation of any land needed for the common purpose. The abolition of ground rents, and the prohibition of all speculation in land.

18. We demand that ruthless war be waged against those who work to the injury of the common welfare. Traitors, usurers, profiteers, etc., are to be punished with death, regardless of creed or race.

19. We demand that Roman law, which serves a materialist ordering of the world, be replaced by German common law.

20. In order to make it possible for every capable and industrious German to obtain higher education, and thus the opportunity to reach into positions of leadership, the State must assume the responsibility of organizing thoroughly the entire cultural system of the people. The curricula of all educational establishments shall be adapted to practical life. The conception of the State Idea (science of citizenship) must be taught in the schools from the very beginning. We demand that specially talented children of poor parents, whatever their station or occupation, be educated at the expense of the State.

21. The State has the duty to help raise the standard of national health by providing maternity welfare centers, by prohibiting juvenile labor, by increasing physical fitness through the

introduction of compulsory games and gymnastics, and by the greatest possible encouragement of associations concerned with the physical education of the young.

22. We demand the abolition of the regular army and the creation of a national (folk) army.

23. We demand that there be a legal campaign against those who propagate deliberate political lies and disseminate them through the press. In order to make possible the creation of a German press, we demand:

(a) All editors and their assistants on newspapers published in the German language shall be German citizens.

(b) Non-German newspapers shall only be published with the express permission of the State. They must not be published in the German language.

(c) All financial interests in or in any way affecting German newspapers shall be forbidden to non-Germans by law, and we demand that the punishment for transgressing this law be the immediate suppression of the newspaper and the expulsion of the non-Germans from the Reich.

Newspapers transgressing against the common welfare shall be suppressed. We demand legal action against those tendencies in art and literature that have a disruptive influence upon the life of our folk, and that any organizations that offend against the foregoing demands shall be dissolved.

24. We demand freedom for all religious faiths in the state, insofar as they do not endanger its existence or offend the moral and ethical sense of the Germanic race.

The party as such represents the point of view of a positive Christianity without binding itself to any one particular confession. It fights against the Jewish materialist spirit within and without, and is convinced that a lasting recovery of our folk can only come about from within on the principle:

COMMON GOOD BEFORE INDIVIDUAL GOOD

25. In order to carry out this program we demand: the creation of a strong central authority in the State, the unconditional authority by the political central parliament of the whole State and all its organizations.

The formation of professional committees and of committees representing the several estates of the realm, to ensure that the laws promulgated by the central authority shall be carried out by the federal states.

The leaders of the party undertake to promote the execution of the foregoing points at all costs, if necessary at the sacrifice of their own lives.

Adapted from Echos and Reflections. Anti-Defamation League

The Schutzstaffel (*Protection Squadron*)



The SS was formed in 1925 as a personal guard unit for Nazi leader Adolf Hitler. Under the leadership of Heinrich Himmler between 1929 and 1945, the SS grew from a small paramilitary formation to become one of the largest and most powerful organizations in Nazi Germany.

Racial requirements for membership

In the early days of the SS, officer candidates had to prove German ancestry to 1750. They also were required to prove that they had no Jewish ancestors. Later, when the requirements of the war made it impossible to confirm the ancestry of officer candidates, the proof of ancestry regulation was dropped.

Special ranks and uniforms

In place of their previous black uniform, most SS men wore uniforms of dove-grey or Army field-grey with distinctive insignia. The uniforms were made by hundreds of clothing factories licensed by the RZM, including, Hugo Boss, with some workers being prisoners of war forced into labor work, many were made in concentration camps. The SS also developed its own field uniforms. Initially these were similar to standard Wehrmacht wool uniforms but they also included reversible smocks and helmet covers printed with camouflage patterns with a brown/green "spring" side and a brown/brown "autumn" side. In 1944 the Waffen SS began using a universal camouflage uniform intended to replace the wool field uniform.



Personal control of Himmler

Himmler, the leader of the SS, was a chief architect of the Final Solution (concentration camps). The SS *Einsatzgruppen* death squads, formed by his deputy, Heydrich, murdered many civilian non-combatants, mostly Jews, in the countries occupied by Germany during World War II. Himmler was responsible for establishing and operating concentration camps and extermination camps in which millions of inmates died of systematic mass gassing, inhumane treatment, overwork, malnutrition, or medical experiments. After the war, the judges of the Nuremberg Trials declared the SS and its sub-parts criminal organizations' responsible for the implementation of racial policies of genocide and committing war crimes and crimes against humanity.

Unification:



The inscription reads:
Meine Ehre heißt Treue
("My Honor is Loyalty")

The SS's motto was "*Meine Ehre heißt Treue*" ("My Honor is Loyalty.") The SS rank system was unique in that it did not copy the terms and ranks used by the Wehrmacht's branches (*Heer* ("army"), *Luftwaffe* ("air force"), and *Kriegsmarine* ("navy"), but instead used the ranks established by the post-WWI *Freikorps* and taken over by the SA. This was mainly done to establish the SS as being independent from the *Wehrmacht*, although SS ranks do generally have equivalents in the other services.

Adapted from Echos and Reflections. Anti-Defamation League

ESSENTIAL FUNCTIONS FOR COMMISSIONED POLICE EMPLOYEE Handout

see:

<http://www.co.st-louis.mo.us/Police/careers/119934.pdf>

RESEARCHING THE U.S. CONSTITUTION

1. Go to :

www.thinkfinity.org

2. Search:

Constitution

3. Select:

The Constitution of the United States

4. On the EDSITEment page select:

*“All Websites” (this is under the “History and Social Studies”
Category)*

5. Scroll down and select:

The Bill of Rights (New)...click!

6. Print your findings.

Week Three

Lesson Title: No Home Here

Date/Sequence/Duration: Monday and Tuesday-(2) 50 minute sessions

1. Lesson Overview: Students will examine and disseminate the impact of ghetto life both in a historical context, in regards to the Holocaust, and in a modern context, in regards to contemporary society.
2. Lesson Rationale: This lesson explores the impact of ghettos on Jewish life. With a specific focus on the Lodz ghetto in Poland, students will learn that ghettos were not the homes they were advertised to be, but prisons which limited Jewish freedom and dignity.
3. Lesson Adapted From:

Anti-Defamation League, USC Shoah Foundation Institute, and Yad

Vashem. (2005). *Echoes and Reflections: A Multimedia Curriculum on The Holocaust*.

4. Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Identify the aims of Nazis in creating ghettos
- Identify techniques which the Nazis used to control, confine, and weaken Jews
- Examine what life was like for the Jewish people
- Compare and contrast the historical context of a ghetto with the modern context of a ghetto
- Reflect on the impact of ghettos with regards to freedom and personal dignity

5. Sunshine State Standards:

LA.910.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style

LA.910.1.6.1: The student will use new vocabulary that is introduced and taught directly

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, sensory description

LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose

LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose

LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

6. Instructional Resources and Lesson Materials Needed:

- *The Ghettos* handout
- *The Lodz Ghetto* handout
- *The Excerpt from The Diary of Dawid Sierakowiak* handout
- “Ghetto Life” handout
- Reflective Learning Diaries
- Group seating overhead
- ELMO
- DVD player
- Visual History Testimony: *The Ghettos* DVD
- Butcher paper
- Markers
- Index cards

7. Key Words:

- Ghetto
- Occupation
- Confinement
- *Judenrat*
- Lodz ghetto

- *Ressortes*
- Nazi
- Nazi ideology
- Concentration camps
- Extermination camps

8. Lesson Sequence:

Introduction/Lead-in/ Focus (3 minutes each day):

Day 1:

1. On the white board teacher will write the word ghetto.
 - Students will be asked to give definitions of ghetto based on former knowledge
 - From this brainstorm students will be asked to keep the definitions in their mind while watching a video entitled *The Ghettos*

Day 2:

1. Review previous findings from Day 1.
 - What were the ghettos like?
 - Why did the Nazis make them?
 - What were some of the indignities the Jewish people suffered?

Explicit Instruction:

Day 1:

1. Teacher will break students up into predetermined groups (3 groups of 6 and 2 groups of 5) (1 minutes)
2. Teacher will show students Part 1 of Visual History Testimony: *The Ghettos*
 - The video contains testimony from two interviewees: Ellis Lewin and Joseph Morton
3. After the video students will complete the front page of the handout "Ghetto Life" (8 minutes for 1 and 2)
4. Teacher will lead class discussion after video, having students share their answers from "Ghetto Life" (4 minutes)
5. Teacher will hand out article, *The Ghettos*, to class. The article will be read aloud by the class (12 minutes)
 - Each paragraph will be marked by group 1-5. Along with the handout each group will be given 2 numbered index cards

specifying the paragraphs 2 of the students will be required to read within the article. The teacher will read paragraph 1 and the “Secret” insert.

- Each preceding paragraph will be read as follows:
 - Paragraph 2 – Group 1
 - Paragraph 3 – Group 2
 - Paragraph 4 – Group 3
 - Paragraph 5 – Group 4
 - Paragraph 6 – Group 5
 - Paragraph 7 – Group 1
 - Paragraph 8 – Group 2
 - Paragraph 9 – Group 3
 - Paragraph 10 – Group 4
 - Paragraph 11 – Group 5

(This procedure will have been previously established within the classroom)

6. After reading the article each group will work together to answer the questions on the back of the “Ghetto Life” handout (14 minutes)
 - What were the Nazis’ intentions in closing Jews in the ghettos?
 - Why did the Germans establish a Jewish Council, or *Judenrat*, in each ghetto?
 - Identify some of the dilemmas that Jews faced on a daily basis in the ghettos
 - What were some of the ways that Jews attempted to keep their dignity and sanity in the ghettos?
 - What do you think Heydrich meant by “the final goal”?
7. Each group reports out to the class (6 minutes)
8. Students will turn in “Ghetto Life” handout
9. Teacher will distribute *Excerpts from The Diary of Dawid Sierakowiak* and have students highlight/underline specific examples that illustrate the Nazis’ goal was to confine, control, and weaken Jews. (2 minutes for 8 and 9)

Homework:

2. Respond to the following prompt within RLD:
What are the differences between the “ghettos” of today and the Nazi ghettos? What are the similarities?
3. Read *Excerpts from The Diary of Dawid Sierakowiak* and highlight/underline specific examples that illustrate the Nazis’ goal was to confine, control, and weaken Jews.

Explicit Instruction:

Day 2:

1. Teacher will break students up into predetermined groups (3 groups of 6 and 2 groups of 5) (3 minutes)
2. Teacher will explain that today the class will be focusing on one specific ghetto, the Lodz ghetto in Poland (1 minute)
3. Teacher will hand out the article, *The Lodz Ghetto*, to class. The article will be read aloud by the class (10 minutes)
 - Each paragraph will be given to a group. Along with the handout each group will be given 2 numbered index cards specifying the paragraphs 2 of the students will be required to read within the article. The teacher will read paragraph 1
 - Each preceding paragraph will be read as follows:
 - Paragraph 2 – Group 5
 - Paragraph 3 – Group 4
 - Paragraph 4 – Group 3
 - Paragraph 5 – Group 2
 - Paragraph 6 – Group 1
 - Paragraph 7 – Group 5
 - Paragraph 8 – Group 4
 - Paragraph 9 – Group 3
 - Paragraph 10 – Group 2
 - Paragraph 11 – Group 1

(This procedure will have been previously established within the classroom)

4. Teacher will lead class discussion (5 minutes):
 - Why did the Nazis completely seal the Lodz ghetto?
 - Why did Chaim Rumkowski encourage the people in the Lodz ghetto to work and produce war supplies for the Nazi troops?
 - Why were the city inhabitants hostile to Jews in the Lodz ghetto?
5. Teacher will then move on to the next handout, asking each student to pull out the reading *Excerpt from The Diary of Dawid Sierakowiak* which was previously assigned for homework
6. Teacher will explain that the role of the ghetto was to control, confine, and weaken Jews (2 minutes for 5 and 6)
7. Teacher will pass out 5 sheets of butcher paper and markers
Students will pick a recorder and reporter for each group

On butcher paper students will draw three columns:

- Controlled
- Confined
- Weakened

Under each column the groups will list examples from both handouts, *The Lodz Ghetto* and *Excerpt from The Diary of Dawid Sieralowiak*, which demonstrate these three methods. (12 minutes)

8. Each group will report their findings, giving one example from each column (6 minutes)
9. Teacher will lead follow-up by giving students personal reflection time in their RLD. Students may respond to one of the following prompts (8 minutes):
 - The establishment of ghettos marked the end of freedom of movement for Jews. What does freedom mean to you in your life and what do you think it would mean to lose it?
 - What does Dawid mean when he says “Oh, my dear school! Damn the times when I complained about getting up in the morning and about tests. If only I could have them back!” Have you ever felt the same way about something?
 - What are some things that your friends or fellow classmates might take for granted which the children and teenagers in the ghetto learned to cherish? Why would they have cherished these things?

Homework:

1. Finish response to prompt in RLD

10. Assessment and Assessment Criteria:

Day 1:

Students will be graded on:

- “Ghetto Life” handout: the questions must be answered in complete sentences and show critical thinking with support from the text read for full credit
- RLD entry: the entry must be in proper format and fully answer the prompt
- Participation in the class discussion as determined by the teacher
- Participation in small group work as determined by the teacher

Day 2:

Students will be graded on:

- Completion of group butcher paper assignment: each student will have to have been observed actively contributing to the group. The recorder and reporter will have completed their assigned tasks

- RLD entry: the entry must be in proper format and fully answer the prompt
- Participation in the class discussion as determined by the teacher

11. Lesson Plan Extensions and Modification Ideas

- Divide class into small groups. Assign each group one or two days of Dawid Sierakowiak's diary to read and illustrate using a picture story or storyboard. Have the group's post their stories around the classroom in chronological order. Each group will share their picture(s) and discuss with the class what happened on that day.

Ghetto Life

Directions: Answer side one **directly after** the video testimony. While these are subjective questions there I will know if you've been paying watching, so pay attention and don't answer the questions correctly. Answer side two **after** reading the article *The Ghettos*. Again while these are subjective questions I will know if you actually read, so pay attention and answer the questions correctly

1. In their testimonies, Elli Lewin and Joseph Morton share some of their early feelings and experience in the ghetto. What kinds of things does Ellis talk about? What kinds of things does Joseph share?

2. Based on the testimonies, how were the ghettos during the Holocaust different from your understanding of what a ghetto is today?

3. What visual picture has begun to emerge for you about ghetto life after listening to these two testimonials?

4. How do you think Ellis and Joseph felt sharing these memories? How did you feel listening to them?

5. What were the Nazis' intentions in closing Jews in the ghettos?

6. Why did the Germans establish a Jewish Council, or *Judenrat*, in each ghetto?

7. Identify some of the dilemmas that Jews faced on a daily basis in the ghettos

8. What were some of the ways that Jews attempted to keep their dignity and sanity in the ghettos?

9. What do you think Heydrich meant by “the final goal”?

Week Three - Lesson Title: ...I Never Saw Another...

Date/Sequence/Duration: Wednesday, Thursday, Friday - (2) 50 minute sessions, (1) 20 minute session

1. Lesson Overview: Students will read and annotate three poems written by children at the Terezin Concentration camp. Picking the one they respond to, they will create a sketch-to-stretch. Students will then read and analyze another poem from the Terezin Concentration camp. Using the structure of the poem students will construct their own poem discussing a part of nature they love.
2. Lesson Rationale: This lesson explores the art and expression children used to survive the concentration camps. With a specific focus on poetry from the Terezin Concentration camp, students will learn that even in the worst of times the integrity of the human spirit finds a way to survive.
3. Lesson Adapted From:

Anti-Defamation League, USC Shoah Foundation Institute, and Yad

Vashem. *Echoes and Reflections: A Multimedia Curriculum on The Holocaust*.

2005.

Volavkava, Hana. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944*. New York: Schocken Books, 1993.

4. Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Annotate poetry
- Evaluate poetry based on theme, likes, dislikes, difficulties, and overall feeling
- Create a Stretch-to-Sketch demonstrating their understanding of the overall theme of the poem
- Create an original poem following basic guidelines of an established poem
- Reflect on the use of poetry within the concentration camps
- Reflect on personal feelings in regards to the overall themes of faith and hope

5. Sunshine State Standards:

LA.910.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text

LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.3.5.3: The student will sharing with others, or submitting for publication

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, sensory description

LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose

LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose

6. Instructional Resources and Lesson Materials Needed:

- *Marking Your Text* handout
- *Sketch-to-Stretch* handout
- *History of Terezin* PowerPoint
- Poetry packet
- Group seating overhead
- ELMO
- Markers
- Crayons
- Colored pencils
- Construction paper
- Printer paper
- Reflective Learning Diaries

7. Key Words:

- Terezin Concentration camp
- Occupation
- Confinement
- Nazi
- Concentration camps
- Extermination camps

8. Lesson Sequence:

Introduction/Lead-in/ Focus (3 minutes):

Day 1:

1. Teacher will ask students different ways they cope with difficult situations
 - Teacher will model by giving an example: painting

Explicit Instruction:

Day 1:

1. Teacher will show Terezin Concentration Camp PowerPoint on ELMO. Giving history of the camp students get a clear view of the conditions in which the authors of the poems will have survived through (8 minutes)
 - Teacher explain to students they are going to analyze three poems written by children in the Terezin concentration camp, and how they used poetry to cope with their terrible situation.
 2. Teacher will pass out packet containing all three poems (1 minute):
 - “At Terezin” – Page 3
 - “Terezin” – Page 20
 - “Homesick” – Page 46
 3. Students will read the poems silently (10 minutes)
 - When students are finished they will flip the packet to the back to signal the teacher
 4. Teacher will put *Marking Your Text* handout on the ELMO
 - Using the poem “Untitled” – Page 69, teacher will model the annotations for the students and answer the questions (8 minutes)
 5. Students will annotate the three poems following the directions from *Marking Your Text* (15 minutes)
 6. After the 15 minutes are up teacher will pass out the Sketch-to-Stretch handout and explain the directions (7 minutes)
 - Directions: Use the box below to sketch a picture of the **feeling/theme** in which the poetry evokes. Take your time to draw and color to your best ability; the image can be concrete or abstract. You must also write an explanation to support your sketch on the lines below.
- Students will have the rest of class to work on this. If not finished they must complete for homework

Homework:

1. Complete Sketch-to-Stretch if not finished during class

Introduction/Lead-in/ Focus (8 minutes):

Day 2:

1. Share Sketch-to-Stretch from Day 1.
 - Teacher will ask volunteers to share examples of the Sketch-to-Stretch.
 - Teacher will collect drawings and after grading will hang them around the room

Explicit Instruction:

Day 2:

1. Teacher will break students up into predetermined groups (3 groups of 6 and 2 groups of 5) (1 minute)
2. Teacher will explain that today the class will be focusing on one specific poem, “The Butterfly” – Page 39. The students will use this poem as a guide for a poem of their own creation (1 minute)
3. Teacher will hand out the poem to class and display a copy of the poem on the ELMO. Teacher will read the poem aloud and then the poem will be read aloud by the students (12 minutes)
 - Each group will be assigned one reader, writer, and reporter
 - The reader from each group will read “The Butterfly” aloud
 - The order will be as such:
 - Group 1
 - Group 2
 - Group 3
 - Group 4
 - Group 5
4. Teacher will display the following document “Guiding Questions” on the ELMO :
 - What is the tone of this poem?
 - Why do you think the poet said the butterfly “wished to kiss the world goodbye”?
 - What has the poet found to love in the ghetto?
 - What is the significance of the line, “Only I never saw another butterfly”?
 - Do you think the poet is hopeful that he will one day leave the ghetto or is he resigned to his fate to remain “penned up,” or worse? Explain your decision.
 - Why do you think this poem has such a strong impact on people when they read it?
5. After the class has read the poem aloud 6 times the groups will answer the questions above (15 minutes)
 - The writer will record the group’s answers on a single piece of paper containing the group number, date, and period on top.

6. The groups will then report to the class their findings
 - The reporter from each group will present their findings
7. Teacher will instruct students on the ultimate task: creating their own poem
 - Using the same format students will construct a poem which focuses on an aspect of nature they love or miss. The poem can be rhyming or free verse, but it must have at least four stanzas and be typed, including title and name of author
 - To help facilitate teacher can ask probing questions such as: What adjectives does the poet use? What specific language is used to paint a picture in words? Teacher can also refer back to questions from “Guiding Questions”

Homework:

1. Finish poem. Must follow all directions.
2. Respond to the following prompt in RLD
 - Even in the midst of chaos and misery the children in the concentration camps imagined and hoped for a better existence. How does the power of faith and hope affect your life? What is a way you cope when you lose your faith and hope and how do you get it back?

Explicit Instruction:

Day 3:

1. Students will present their finished poem in front of the class, reading them aloud. In the event a student feels uncomfortable reading his/her own work, the teacher will read it (20 minutes)

12. Assessment and Assessment Criteria:

Day 1:

Students will be graded on:

- Sketch-to-Stretch: the image must be expressive, using color and demonstrating an understanding of the poetic theme/feelings within the poem. The explanation must clearly detail what the image is and how it ties into the sketch

- RLD entry: the entry must be in proper format and fully answer the prompt
- Participation in the class discussion as determined by the teacher
- Participation in small group work as determined by the teacher

Day 2:

Students will be graded on:

- Creation of poem: must be at least 4 stanzas in length, uses a nature theme (either focusing on a love of nature or a longing for nature) and be typed, including title and name of author
- Completion of group assignment: each student will have to have been observed actively contributing to the group. The reader, writer, and reporter will have completed their assigned tasks
- RLD entry: the entry must be in proper format and fully answer the prompt
- Participation in the class discussion as determined by the teacher

Day 3:

Students will be graded on:

- Presentation of poem: speaking voice must be clear, and students cannot fidget while presenting

13. Lesson Plan Extensions and Modification Ideas

- Have students research source material from the Holocaust (poetry, drawings, photographs, or paintings) and prepare an oral presentation that explains the item and from where it was acquired and who created it

Marking Your Text: The First Reading

Use these annotations as you read the three assigned poems: “At Terezin”, “Terezin”, and “Homesick” for the first time:

- Mark a check (✓) next to lines or sections that you really feel you understood.

- Place a question mark (?) next to words, lines, or sections about which you had a question.
- Draw a plus sign (+) next to anything you really liked.

After reading each poem answer, on a separate piece of paper and in complete sentences, the following statements:

The title of the poem is...

This poem is about...

The thing I really liked about this poem is ...

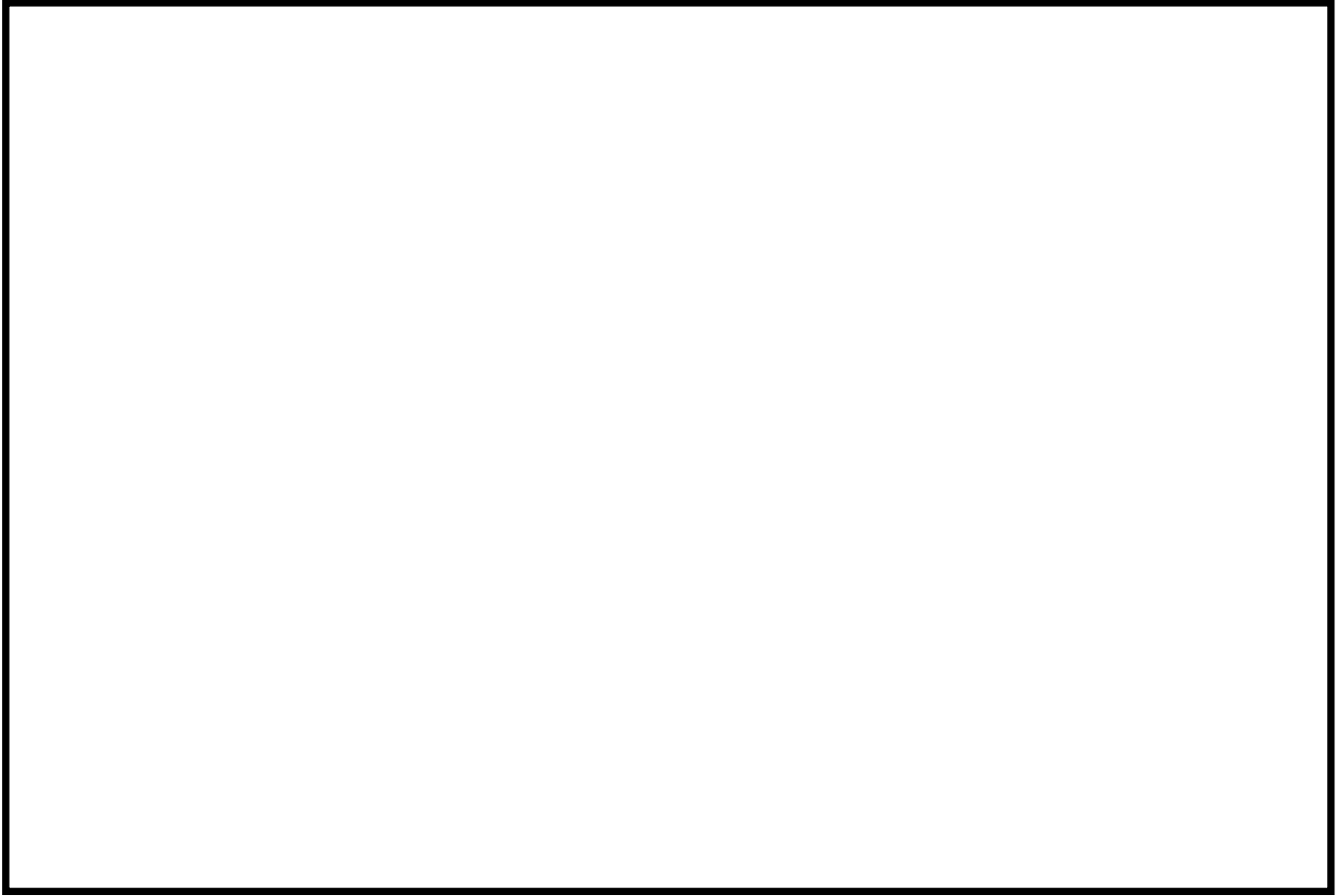
The thing that puzzled me the most about this poem is...

This poem reminds me of...

Sketch-to-Stretch

Directions: Use the box below to sketch a picture of the feeling/theme which the poem evokes. Take your time to draw and color to your best ability; the image can be concrete or abstract. However you must also write an explanation to support your sketch and show how the drawing reflects the feeling/theme of the poem on the lines below.

Title of poem



Explanation of sketch

AT TEREZIN

When a new child comes
Everything seems strange to him.
What, on the ground I have to lie?
Eat black potatoes? No! Not I!
I've got to stay? It's dirty here!
The floor—why, look, it's dirt, I fear!
And I'm supposed to sleep on it?
I'll get all dirty!

Here the sound of shouting, cries,
And oh, so many flies.
Everyone knows flies carry disease.
Oooh, something bit me! Wasn't that a bedbug?
Here in Terezin, life is hell
And when I'll go home again, I can't yet tell.

Teddy

L 410, 1943

TEREZIN

That bit of filth in dirty walls,
And all around barbed wire,
And 30,000 souls who sleep
Who once will wake
And once will see
Their own blood spilled.

I was once a little child,
Three years ago,
That child who longed for other worlds.
But now I am no more a child
For I have learned to hate.
I am a grown-up person now,
I have known fear.

Bloody words and a dead day then,
That's something different than bogeymen!

But anyway, I still believe I only sleep today,
That I'll wake up, a child again, and start to laugh and play.
I'll go back to childhood sweet like a briar rose,
Like a bell that wakes us from a dream,
Like a mother with an ailing child
Loves him with aching woman's love. //
How tragic, then, is youth that lives
With enemies, with gallows ropes,
How tragic, then, for children on your lap
To say: this for the good, that for the bad.

Somewhere, far away out there, childhood sweetly sleeps,
Along that path among the trees,
There o'er that house
That was once my pride and joy.
There my mother gave me birth into this world
So I could weep . . .

In the flame of candles by my bed, I sleep
And once perhaps I'll understand
That I was such a little thing,
As little as this song.

These 30,000 souls who sleep
Among the trees will wake,
Open an eye
And because they see
A lot

They'll fall asleep again . . .

Hanuš Hachenburg
IX. 1944

HOMESICK

I've lived in the ghetto here for more than a
year,
In Terezin, in the black town now,
And when I remember my old home so dear,
I can love it more than I did, somehow.

Ah, home, home,
Why did they tear me away?
Here the weak die easy as a feather
And when they die, they die forever.

I'd like to go back home again,
It makes me think of sweet spring flowers.
Before, when I used to live at home,
It never seemed so dear and fair.

I remember now those golden days . . .
But maybe I'll be going there soon again.

People walk along the street,
You see at once on each you meet
That there's ghetto here,
A place of evil and of fear.
There's little to eat and much to want,
Where bit by bit, it's horror to live.
But no one must give up!
The world turns and times change.

Yet we all hope the time will come
When we'll go home again.
Now I know how dear it is
And often I remember it.

9. III. 1943 Anonymous

UNTITLED

I've met enough people.
Seldom a human being.
Therefore, I will wait—
until my life's purpose
is fulfilled
and you will come.

Though there is anguish
deep in my soul—
what if I must search for you forever?—
I must not lose faith,
I must not lose hope.

Alena Synková

THE BUTTERFLY

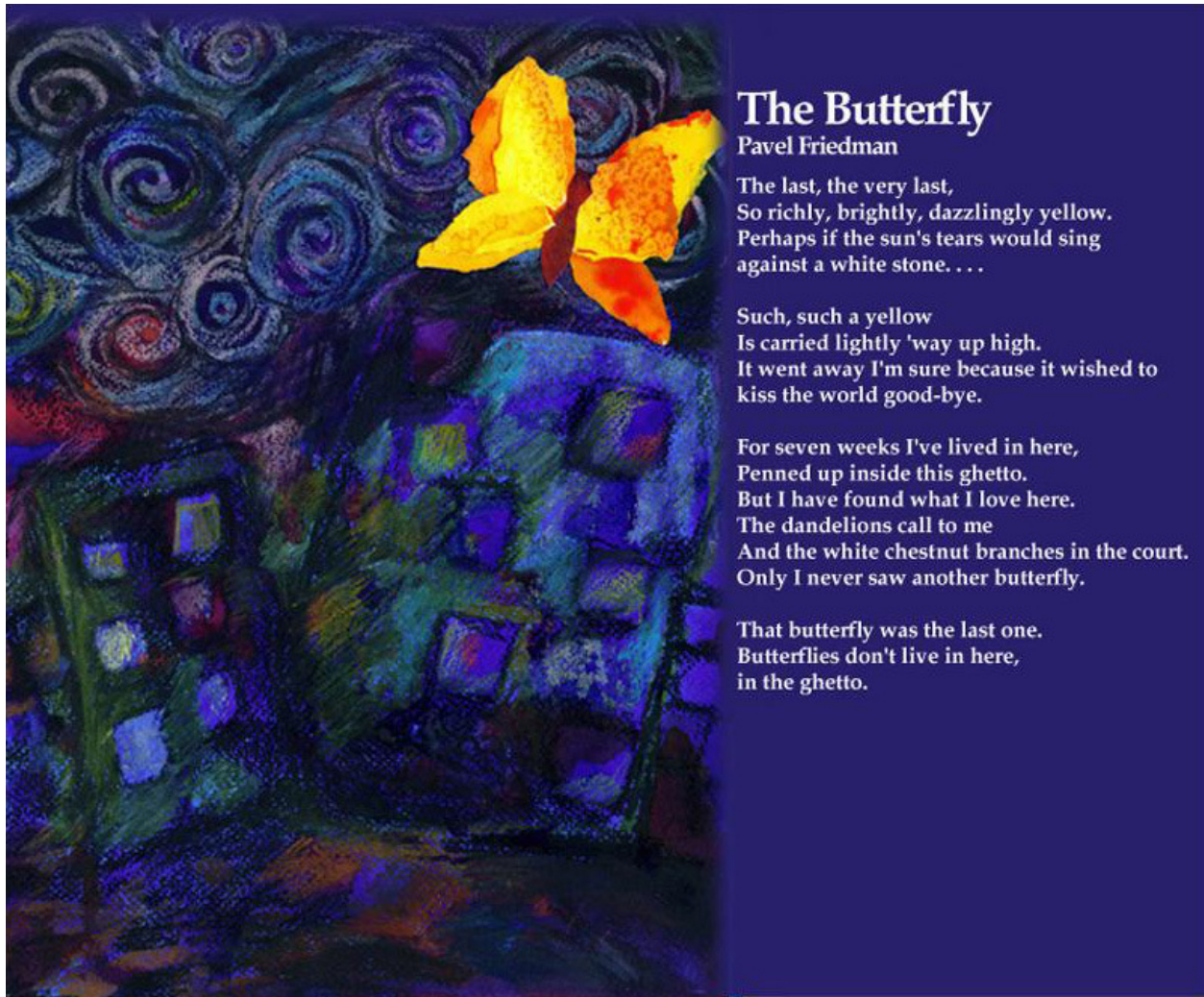
The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone. . . .

Such, such a yellow
Is carried lightly 'way up high.
It went away I'm sure because it wished to
kiss the world good-bye.

For seven weeks I've lived in here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don't live in here,
in the ghetto.

4. 6. 1942 Pavel Friedmann



The Butterfly / Pavel Friedman. Artwork: Liz Elsby

Week Three - Lesson Title: Night: Chapters 3-5

Date/Sequence/Duration: Friday - (1) 30 minute session

1. Lesson Overview: Students will have read chapters 3-5 of Night by Elie Wiesel and to demonstrate their knowledge they will compare their response to danger to Elie's response within the book. They will complete a reflection guide detailing their knowledge of the specified chapters
2. Lesson Rationale: This lesson explores specific chapters from Night by Elie Wiesel. The purpose is to evaluate that students understand the themes and major events within the main text. Comparing Elie's experience with their own will further cement their learning by putting a personal touch into these horrific events.

3. Lesson Adapted From:

The Glencoe Literature Library. Study Guide for *Night* by Elie Wiesel.

NY: McGraw-Hill. <http://www.glencoe.com/sec/literature/litlibrary/night.html>

Wiesel, Eliezer. *Night*. New York: Hill and Wang, 1958.

4. Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Brainstorm responses to purposed situations by creating a graphic organizer
- Reflect on the themes and events within *Night*
- Reflect on the personal connection between the students personal lives and Elie's experience

5. Sunshine State Standards:

LA.910.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text

LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, sensory descriptions

6. Instructional Resources and Lesson Materials Needed:

- *Reflecting on Night* handout
- ELMO
- Writing utensils
- Unlined paper

- Reflective Learning Diaries

7. Key Words:

- Bestial
- Blandishments
- crucible
- Emaciated
- Leprous
- Manacle
- Queue
- Wizen

8. Lesson Sequence:

Explicit Instruction:

1. Teacher will break students up into predetermined groups (3 groups of 6 and 2 groups of 5) (2 minutes)
2. Teacher will write DANGER on the whiteboard within a Spider Web graphic organizer
3. Teacher will have the students copy the design on their own sheet of unlined paper
4. Teacher will model the directions (8 minutes for 2-4)
 - In each “spider leg” you will write a dangerous situation
 - Shooting off from that “leg” you will write a reaction that you have to said situation
 - Shooting off from that “leg” you will write a consequence or effect of that reaction
5. Students will complete the Spider Web and share in small groups (5 minutes)
6. Teacher will ask students from each group to share one situation, reaction, and consequence (2 minutes)
7. Students will complete a Quickwrite (6 minutes):
 - Looking at your Spider Web and thinking back on the chapters 3-5 in Night which you’ve just read compare your reactions to dangerous situations with Elie’s. How are they different? Are Elie’s situations more dangerous than yours are? Did you have control over the situations where Elie does not? Give two examples exploring this topic.

8. After completing Quickwrite teacher will distribute *Reflecting on Night* handout
9. Students will complete handout for homework individually, turning it in for a comprehension check the next week (7 minutes for 8-9)

Homework:

1. Finish handout *Reflecting on Night*
2. Respond to the following prompt in RLD:
 - On Yom Kippur, the Day of Atonement, Jews traditionally fast to show God that they are sorry for their sins and to ask forgiveness. Considering the tradition and importance of Yom Kippur, and the situation in which the prisoners are in, do you think they should fast? Why or why not?

9. Assessment and Assessment Criteria:

Students will be graded on:

- *Reflecting on Night*: the question must answered completely, and demonstrate that the students have read the chapters assigned
- RLD entry: the entry must be in proper format and fully answer the prompt
- Participation in the class discussion as determined by the teacher
- Participation in small group work as determined by the teacher

10. Lesson Plan Extensions and Modification Ideas

- Throughout these chapters, Wiesel uses language related to death, darkness, night, and decay to convey the horrors around him. In groups, students will divide up the section's text. Reread to identify examples of this recurring language. Then discuss the images this language evokes. Create some drawings of these images and exchange them with group members. Students will write a response to the drawing, explaining what section they think is being depicted

Reflecting on *Night*: Chapters 3-5

Directions: Answer the questions in complete sentences **using evidence** from the book to support you answers. There needs to be a **page number cited** for each answer so I will be able to check

and find the section of the book you mean. This assignment is **individual**, so if you have a question raise your hand, DO NOT ask your neighbor.

1. When he arrives at Auschwitz and then at Buna, Wiesel describes scenes he will never forget. What scenes, ideas, or feelings from the memoir do you find unforgettable?

2. Describe the conditions first at the Birkenau reception center, then at Auschwitz, and later at Buna. How does Wiesel's relationship with his father change during this time?

3. What events lead to the two hangings Wiesel describes? How does Wiesel feel about his evening meal after each hanging? What do his reactions suggest about how he is changing?

4. What are some ways that Wiesel and the other Jews at the camps try to observe their religion? How have Wiesel's feelings about God changed since his captivity began?

5. In the camps, Wiesel must struggle to stay alive and to remain human. In your opinion, how well does he succeed with his struggles?

6. There are several discussions about resistance by the prisoners. Why do you think there was no large scale effort to resist?

Unit: Roles, Responsibility, and Freedom

PARENT PERMISSION SLIP

Dear Parents,

We are proud to announce that we have successfully completed our second quarter of the 2010-2011 school year. Our team finished first in the school-wide Storytelling Contest and third in the District Math Competition—congrats to all of those involved!

We are now excited to begin our third quarter in English with our unit plan: Roles, Responsibility, and Freedom. The unit is a comprehensive study of the events leading up to the Holocaust, the experiences of individuals during the Holocaust, and an examination of freedom and oppression in today's world. This unit's focus also meets the state of Florida's mandate requirement regarding the study of human behavior and pluralistic societies in the context of the Holocaust.

The central text of the unit is Elie Wiesel's *Night*, a telling of the Holocaust from a surviving adolescent's perspective. The conceptual unit provides students with the opportunity to examine their roles as individuals in society, to recognize prejudice, discrimination, and injustice. The unit also provides students the opportunity to explore pluralistic societies, where diversity is valued, and respect for others' rights is the responsibility of all people.

Due to the nature of the Holocaust, students will be exposed to texts that depict, with historical accuracy, the reality of concentration camps and Nazi propaganda. This will include images of violence and death. There will also be a lesson on adolescent victims of bullying. Students will watch video-clips of first-hand narrative of events and prevention.

Please make sure to have your child return the attached permission slip by Friday January 15th. We look forward to exploring this unit with our very talented group of students!

If you have any questions or comments feel free to call or e-mail either of us at our contacts listed below.

Thank you,

Ms. Cardillo and Ms. Weibley

Contacts:

School: 555-555-5555

Elizabeth Weibley: eweibley@mail.usf.edu

Heather Cardillo: hcardill@mail.usf.edu

Unit: Roles, Responsibility, and Freedom

PARENT PERMISSION SLIP

_____ has permission to view the sensitive material in the current unit in school.

OR

_____ DOES NOT HAVE permission to view the sensitive material in the current unit in school.

Parent/Guardian Signature: _____ Date: _____

FIELD TRIP: Florida Holocaust Museum

Dear Parents,

As you all know, students are deep into their studies of the Holocaust in their unit: Roles, Responsibility and Freedom. Before we know it, the 3rd quarter will be coming to an end! To wrap-up the unit, we are now planning a field trip to the Florida Holocaust Museum on **Friday February 20th**. Buses will leave at 7 in the morning and return by 3 in the evening.

The museum offers students the opportunity to further explore topics they have been learning about over the past weeks. It features the historical artifacts and documents students have been reading about in their texts.

Each child will have to pay the **\$7 fee** (which is a reduced price given to student groups). If you have any concerns, please contact us.

If you would like to learn more about the Florida Holocaust Museum, you can contact them or explore their website, which explains the museum's core exhibition, History, Heritage and Hope. The exhibition features original artifacts, videos, and photos from the beginning of antisemitism and life before World War II, followed by the rise of Hitler and the Nazis and anti-Jewish legislation. The history of other victim groups, ghettos and rescues are also shown.

Contact information:

School: 555-555-5555

Ms. Heather Cardillo hcardill@mail.usf.edu

Ms. Elizabeth Weibley eweibley@mail.usf.edu

Florida Holocaust Museum: <http://www.flholocaustmuseum.org/>

55 5th Street South

St Petersburg, FL 33701-4146

(727) 820-0100* approximate times

We are **looking for chaperons** who would like to come along. Chaperones will be free!

Please sign and return the following permission slip by **Friday January 29th**.

Also, be sure to include a **\$7 check made out to our school** if your child will be participating.

Unit: Roles, Responsibility, and Freedom

PARENT PERMISSION SLIP

_____ has permission to visit the
Florida Holocaust Museum.

OR

_____ DOES NOT HAVE permission
to visit the Florida Holocaust Museum.

Parent/Guardian Signature: _____ Date: _____

I _____ am willing to be a chaperon on the Field Trip.

Please contact me at _____ (Please provide a method of contact and
time you can be reached) to further discuss the trip.